NORTH SCOTT COMMUNITY SCHOOL DISTRICT

COMPREHENSIVE SCHOOL IMPROVEMENT PLAN

2000-2003

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North Scott Community School District
Comprehensive School Improvement Plan

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> Analyze and Apply

Teacher Externships
Phase III
Credit from Date
Staff Renewal Credit

24 teachers have initially used Analyze & Apply methods
7 more slated for 1st semester 2000-01

NORTH SCOTT COMMUNITY SCHOOL DISTRICT

Three Year Comprehensive School Improvement Plan
2000-2003

Local Community Involvement

North Scott Community School district has a long history of involving the community and providing opportunities for communication among all district stakeholders. Because the district covers 220 square miles and includes ten different communities, it has always been a priority to establish a communication system which allows all stakeholders to have the opportunity to participate in the district's activities. Three major methods of community involvement include the Superintendent's Advisory Committee, Key Communicators and the district Strategic Planning Committee.

The Superintendent's Advisory Committee has served as the district's 280.18 committee. It's members represent a variety of groups and committees serving all stakeholders in the district. See the appendix for a listing of the Superintendent's Advisory Committee members. This committee meets monthly to discuss issues relevant to their committee and to provide input to the superintendent. It is a dynamic method of providing constant feedback and input concerning the district's needs. At each meeting committee members have an agenda item available that allows them to discuss any topic or items they wish to raise.

The Key Communicators are a group of 32 citizens of the school district selected by a team of district staff. Those selected as Key Communicators are people that are held in high esteem in the community by their colleagues, and who are seen as resource people within the community. The superintendent meets annually with this group and explains their role as district communicators and resource people. In addition, he provides monthly packets of information to each key communicator about activities occurring within the district. A line of communication is also established between each key communicator, a building administrator, and one of the members of the Superintendent's Advisory Committee.

The Strategic Planning Committee has been directly involved in the goals and activities of the district since the beginning of strategic planning at North Scott in 1993. The Strategic Planning Committee is composed of thirty individuals reflecting the diverse make-up of the district. The committee is designed to be a microcosm of the district itself. Fifteen members of the committee are connected to the district including teachers, administrators, students, board members, aides, custodians, and bus drivers. Fifteen members of the committee represent various groups of the communities including business, parents, senior citizens, clergy, and disabled. The members of the Strategic Planning Committee serve a three year staggered term, so that one-third of the committee is new each year. The Superintendent and the Curriculum Director are permanent committee members. The Strategic Planning Committee in the past has met annually for two days to review the mission, beliefs, and action plans that had been the focus of the district's activities for the year. The committee also assessed the needs of the district and established new strategies to reflect the needs of the district. Based upon the input of the committee new strategies were developed and action plans written to implement the strategy.

Action Plan for Community Involvement

The plan below describes the procedure for involving the community in the school improvement process.

Tasks/Action Steps	Timelines	Responsible Parties	Resources needed	Monitoring of Implementation
Conduct community needs assessment to include safe, drug-free, and inclusive learning environments; and the needs of at-risk, G/T students (major educational needs)	Annually Other times as appropriate	School Improvement Advisory Committee (SIAC)/Strategic Planning Committee (SPC) District Committees including At-Risk, TAG, Safe and Drug-Free Schools	District funds	Needs assessment completed
Examine and condense needs assessment results.	Annually	District Committees Administrative Team	None	Data assembled, analyzed and a report presented to Board of Education
Review/revise district Vision, Mission, Beliefs, Philosophy	Annually	Board of Directors Superintendent SIAC/SPC	Strategic Planning Facilitator	Strategic planning elements are reviewed/revised
Review/revise district Student Learning Goals.	Every 3-5 years	SIAC/SPC School Board Curriculum Cabinet	None	Data for student learning goals is presented to School Board, community, parents, building level staff and students.
Review current district data for progress toward state indicators and district long range and annual improvement goals.	Annually	SIAC/SPC Administrative Team Building level site cadres Curriculum Director	None	District and building baseline and trend data, along with state and national data and information is used for review.
Building level school improvement plans demonstrate goals aligned with student learning goals.	Annually	Building principals Building level site cadres District site-base decision making study team		Building level/ district achievement data, district long range and annual improvement goals are used to determine building level actions. Plans presented to School Board on an annual basis.

As the Strategy 14 team worked to develop long-range and annual goals for recommendation to the School Improvement Advisory Committee/Strategic Planning Committee (SIAC/SPC) a great deal of data was collected and analyzed. The list of data sources included:

- Student Achievement Data
- Individual building school improvement plans
- New Iowa Schools Development Corporation (NISDC) Quality Schools survey of parents, teachers, and students grades 7-12
- District standards and benchmarks
- Discipline referrals
- Number of dropouts, students in alternative programs, expulsions
- Graduate follow-up survey
- North Central Accreditation Association self-studies
- ABI Thirteen Essential Skills
- *Work Keys* Results
- Participation in extra-curricular activities
- *Condition of the State Report* - Iowa Department of Education
- Number of students in advanced placement courses
- Number of students participating in secondary education enrollment option
- Number of students in the judicial system
- Number of students being served at Center for Alcohol and Drug Abuse
- Number of students in Title I program
- Number of students being served in gifted programs
- Number of students in at-risk programs
- Technology statistics

Analysis of the data revealed that reading comprehension is an area that needs to be addressed, particularly at the junior and senior high level. Additionally it was apparent that students in the low socio-economic status perform at lower rates of achievement than do students who are not in the low socio-economic subgroup. Student data from AEA9 also indicated that problem solving scores across the AEA are not as high as they should be.

From the data collection and analysis the committee identified the following major educational needs:

- Reading comprehension
- Mathematical problem solving
- Science inquiry skills
- Safe,inclusive, disciplined environment
- Employability skills

From these five major educational needs the long-range goals were developed. The long range goals were reviewed and approved by the School Improvement Advisory Committee at their annual update meeting in April of 2000.

MISSION STATEMENT

The mission of the North Scott Community School District, a unique blend of rural and metropolitan opportunities, is to produce graduates with the capacity to be successful in a changing world by incorporating abundant resources and offering a broad-based curriculum in a respectful, safe environment.

DISTRICT BELIEFS

We believe moral and ethical values are essential.
We believe all people have the right to express their opinion safely.
We believe all people have value and should be treated with respect.
We believe success is best achieved in a respectful, safe environment.
We believe the ability and willingness to change are essential to growth.
We believe persistent effort is essential for maximum personal achievement.
We believe the family is the foundation for the development of the individual.
We believe all people can develop to their full potential when given the appropriate opportunities.
We believe learning is a lifelong process essential for personal fulfillment and a productive, democratic society.
We believe learning is best achieved when families, staff and students work together within a supportive community.

GUIDING BEHAVIORS

We will never lose sight of the interests, needs and well-being of the individual.
We will never engage in an activity that results in disrespect or discrimination of any individual.

STRATEGIC PLAN

The North Scott Community School District has directly involved hundreds of community and staff members in the district's strategic plan. Since 1994 the strategic plan has provided a focused, unifying purpose to the activities of the district. The strategic planning committee met annually to identify needs, provide input, and identify new strategies needed. Through Strategy 14 the district has been able to develop a process for the development of the Comprehensive School Improvement Plan and Annual Progress Report that aligns with the previous activities of the strategic plan. The Strategic Planning Committee has become the School Improvement Advisory Committee.

Strategy 1: We will implement programs that prepare students and staff to utilize current and future technology.
Strategy 2: We will restructure our curriculum to be consistent with our mission.

Strategy 3: We will implement programs to meet the instructional needs of all students.

Strategy 4: We will structure and staff the district in the best interest of all students.
Strategy 5: We will implement a plan for incorporating creativity in all areas of student development.
Strategy 6: We will implement school and community programs that promote a safe environment.
Strategy 7: We will establish a district-wide communication network to maintain positive public relations.
Strategy 8: We will implement a program to actively involve the community in our schools.
Strategy 9: We will develop strategies for pursuing all potential sources of funding.
Strategy 10: We will implement a program to market the North Scott Community School District.
Strategy 11: We will implement school and community plans promoting respectful treatment of self and all others.
Strategy 12: We will implement plans to foster motivation and responsibility.
Strategy 13: We will staff the district to enable students to develop to their full potential.
Strategy 14: We will implement a process to measure student achievement and growth.

STUDENT LEARNING GOALS

Parents and community members were surveyed to provide input into those characteristics that they felt successful graduates should possess. The results of the survey were tabulated and shared with the board of directors. This community input provided the board with necessary information to assist them with the development of the North Scott Student Learning Goals. These goals were adopted by the board in May 1999.

North Scott graduates will:

- possess a basic core of knowledge.
- demonstrate personal responsibility.
- communicate effectively.
- demonstrate social and civic responsibility.
- demonstrate self-directed life-long learning.
- use complex thinking to solve problems and make decisions.
- work well on a team.
- use technology effectively.
- think creatively.

The School Improvement Advisory subcommittee for Strategy 14 recommends to the local board of education long-range and annual improvement goals for the district. The data listed above was analyzed and compared to data reported in the Condition of Education report, and information available from other sources such as the National Assessment of Education Progress and the Third International Math and Science Study.

The analysis of student achievement was presented to the School Board in May of 1999 and the goals adopted by the board are:

STUDENT ACHIEVEMENT LONG-RANGE AND ANNUAL IMPROVEMENT GOALS

Long Range Goal #1
All students will demonstrate progress in their reading performance.

Annual Improvement Goal 1.1
We will increase the percentage of students who demonstrate a year's growth on a standardized reading comprehension test, to be determined by the district.

Annual Improvement Goal 1.2
We will increase the percentage of students scoring a five or higher on the *Work Keys* "Reading for Information" assessment.

Annual Improvement Goal 1.3
We will increase the percentage of graduating seniors who have taken four years of language arts.

Long Range Goal #2
All students will demonstrate progress in their ability to apply mathematical concepts to effectively solve problems.

Annual Improvement Goal 2.1
We will increase the percentage of students who demonstrate a year's growth in the standardized math test, to be determined by the district.

Annual Improvement Goal 2.2
We will increase the percentage of 4th and 8th grade students who achieve the problem solving standards as measured by the *New Standards Math Reference Exam.*

Annual Improvement Goal 2.3
We will increase the percentage of graduating seniors who have taken three or more years of mathematics.

Long Range Goal #3
All students will demonstrate progress in their ability to use science inquiry skills to understand their world.

Annual Improvement Goal 3.1
We will determine the percentage of students in grades 8 and 11 who are proficient in the use of scientific inquiry strategies as demonstrated on a performance assessment.

Annual Improvement Goal 3.2
We will increase the percentage of graduating seniors who have taken three or more years of science.

Long Range Goal #4
All students will demonstrate progress in their personal, social, and civic responsibilities.

Annual Improvement Goal 4.1
We will validate that the learning environment is inclusive, safe, disciplined, and accessible to maximize student learning.

Annual Improvement Goal 4.2
We will decrease the percentage of students reporting that they have used alcohol, tobacco, or other drugs at all grade levels surveyed.

Annual Improvement Goal 4.3
We will decrease the percentage of discipline referrals in grades 7-12.

Annual Improvement Goal 4.4
We will increase the percentage of students in grades 7-12 who participate in instrumental music, vocal music, speech/drama, athletics, and art extracurricular activities either on or off campus.

Long Range Goal #5
All students will progress in their readiness for employability in an ever changing world.

Annual Improvement Goal 5.1
We will increase the learning opportunities and provide curriculum for all students that help them progress in their readiness for employability.

Annual Improvement Goal 5.2
We will increase the number of students achieving a score of five on the 11th grade *Work Keys* assessments.

Other District Goals for 2000-2001

In addition to the student achievement long-range goals and annuals goals listed above, the North Scott Board of Directors has included the following additional goals for the 2000-2001 school year:

- Implement the North Scott Strategic Plan as delineated in the action plans for the 2000-2001 school year.
- Develop and implement financial and business activities, which will maintain and improve the financial position of the school district as it relates to the district's educational mission.
- Maintain district facilities and grounds which enhance educational opportunities for students, provide a safe and desirable work place for our employees and foster utilization by the community.

Alignment of Data and Goals

Student Learning Goals	Data Sources	Data Analysis	Long Range Goals
North Scott graduates will: • possess a basic core of knowledge • demonstrate personal responsibility • communicate effectively • demonstrate social and civic responsibility • demonstrate self-directed life-long learning • use complex thinking to solve problems and make decisions • work well on a team • use technology effectively • think creatively	• ITBS/ITED scores • ITBS/ITED data disaggregated at three levels for subgroups • Teacher Reports • Classroom Assessments • Iowa Youth Survey • Work Keys data for reading, mathematics, and technology • Student Demographic Data including truancy, attendance, expulsions and suspensions	1999 ITBS/ITED Reading: 86% of 4th graders, 70% of 8th graders and 72% of 11th graders are proficient. 1999 ITBS/ITED Math: 87% of 4th graders, 78 % of 8th graders and 77% of 11th graders are proficient. There are no district-wide science performance assessments in place. Student responses and records of student conduct indicate the need for asset building in the area of character development. Work Keys data demonstrates need for improvement in the area of reading and technology.	Long Range Goals 1. All students will demonstrate progress in their reading performance 2, All students will demonstrate progress in their ability to apply mathematical concepts to effectively solve problems. 3. All students will demonstrate progress in their personal, social, and civic responsibilities. 4. All students will demonstrate progress in their personal, social, and civic responsibilities. 5. All students will progress in their readiness for employability in an ever changing world.

CONTENT STANDARDS AND BENCHMARKS

The content standards and benchmarks for language arts including reading, mathematics, science, social studies, and physical education have been written. For the development of district content standards and benchmarks the staff is using standards developed by professional organizations and *Content Knowledge: A Compendium of Standards and Benchmarks for K-12 Education* by McREL (Midwest Regional Education Laboratory). In addition the district has participated in a Goals 2000 consortium grant with eleven other districts to assist in the development of district standards and benchmarks. Through the grant Diane Paynter of McREL has provided inservice to staff on the development of standards and benchmarks.

As the teaching staff revises and rewrites curriculum, infusion areas of career education including employability skills, multicultural and gender fair education, technology integration, global education, higher order thinking skills, learning skills and communication skills are identified in the course standards and benchmarks. Coding of the infusion areas ensures the incorporation required by 281-12.8(1)c(2). During the 2000-2001 school year the district will work on the alignment of assessments with the standards and benchmarks that have been written.

North Scott Community School District content standards for reading; mathematics, and science are listed below for all students.

Language Arts/Reading Standards

- Uses general skills and strategies of the reading process
- Uses general skills and strategies for reading a variety of literary texts
- Uses general skills and strategies for reading a variety of informational texts
- Uses general skills and strategies of the writing process
- Uses grammatical and mechanical conventions in writing
- Uses the skills and strategies of speaking as a communication tool
- Uses the skills and strategies of listening as a communication tool

Mathematics Standards

- Uses a variety of strategies in the problem solving process
- Understands and applies basic and advanced properties of the concepts of numbers.
- Uses basic and advanced procedures while performing the processes of estimation and computation
- Understands and applies basic and advanced properties of the concepts of measurement

- Understands and applies basic and advanced properties of the concepts of geometry
- Understands and applies basic and advanced concepts of statistics and data analysis
- Understands and applies basic and advanced concepts of probability
- Understands and applies basic and advanced properties of functions of algebra

Science Standards

1. Understands basic features of the earth and its processes
2. Understands essential ideas about the composition and structures of the universe and the earth's place in it
3. Knows about the diversity and unity that characterize life and how those characteristics are passed on from generation to generation
4. Knows the general structure and functions of cells in organisms
5. Understands how species depend on one another and on the environment for survival
6. Understands the cycling of matter and flow of energy through the living environment
7. Understands the basic concepts of the evolution of species
8. Understand basic concepts about the structure and properties of matter
9. Understands energy types, sources and conversions and their relationship to heat and temperature
10. Understands motion and the principles that explain it
11. Knows the kinds of forces that exist between objects and within atoms
12. Understands the nature of scientific knowledge
13. Understands the nature of scientific inquiry
14. Understands the scientific enterprise
15. Understands the nature of technological design
16. Understands the interactions of science, technology and society

Action Plan for Content Area Standards

Tasks/Action Steps	Timelines	Responsible Parties	Resources needed	Monitoring of Implementation
Board policy created which outlines procedures for developing, implementing and evaluating the total curriculum.	2000	Superintendent	None	Board policy adopted by September 15, 2000
Board policy (above) describes process for establishing content standards and benchmarks, performance levels, and annual improvement goals aligned with needs assessment information.	2000	Superintendent	None	Board policy adopted by September 15, 2000
The school board adopts clear and rigorous content standards and benchmarks which are inclusive of all students in reading, mathematics and science.	1999-2000	Superintendent Curriculum Director	None	Content standards and benchmarks adopted by board by September 15, 2000
The school board adopts clear and rigorous content standards and benchmarks which are inclusive of all students in additional content areas.	2000-2003	Superintendent Curriculum Director	District funds	Content standards and benchmarks adopted by board on an ongoing basis as other content area standards and benchmarks are written
Through the use of the district curriculum development process, the educational program will incorporate career education, multicultural and gender fair education, technology integration, global education, higher order thinking skills, learning skills and communication skills.	Ongoing	Curriculum Director Teachers Curriculum Committees	Phase III District funds	Curriculum will be mapped to document content, skills and assessments used in each course/ grade level.
Standards and benchmarks for the At-Risk program goals will be developed to assist in defining what students should know and be	2000-2003	At-Risk Staff At-Risk Advisory Committee Administrative Chair of At-Risk Committee	At-Risk	Standards and benchmarks for at-risk program are adopted by the board of directors.

able to do to reach those goals.				
Standards and benchmarks for the Gifted and Talented program goals will be developed to assist in defining what students should know and be able to do to reach those goals.	2000-2003	TAG Staff TAG Committee Administrative Chair of TAG Committee	TAG	Standards and benchmarks for the TAG program are adopted by the board of directors.

NORTH SCOTT COMMUNITY SCHOOL DISTRICT ACTION PLAN
Long Range Goal #1: All students will demonstrate progress in their reading performance Evidence of Need: ITBS/ITED reading scores; results of 280.18 annual improvement goal
ANNUAL GOAL # 1.1 We will increase the percentage of students who demonstrate a year's growth on a standardized reading comprehension test, to be determined by the district.
What will goal attainment look like? All students will demonstrate a year's growth in reading.

Action Steps	Assessment Indicators of Success	Staff Development Needs	Resources	Person Responsible	Timeline
1.1.1 K-12 Develop and implement a plan to align curriculum, instruction and assessment of standards and benchmarks	Curriculum, instruction, and assessment are aligned in the classroom.	Training for K-12 staff and administration in: *Instructional best practices *Effective teaching *Assessment literacy *Curriculum alignment	Goals 2000 Title VI Phase III Eisenhower Technology funds	Principals Curriculum Director Dr. Mary Weck AEA Consultants Lead mentors	2000-02
1.1.2 K-12 Implement /expand programs to meet the needs of at-risk students	Offering JH remedial reading Staff trained Programs are in place at all levels	Training high school staff to assist students with reading deficiencies Continue Reading Recovery training/implementation	Goals 2000 Title I Phase III At-Risk	Teachers Principals Curriculum Director AEA Consultants	2001-03

Action Plan 1.1

Action Steps	Assessment Indicators of Success	Staff Development Needs	Resources	Person Responsible	Timeline
1.1.6 8th Grade Pilot a TAG 8th grade Humanities course	8th Grade humanities course is in place ITBS scores show growth Increased performance by students in classroom work	Informational meeting with JH staff	TAG funds	TAG Coordinator JH TAG teacher JH Principal	2000-2002
1.1.7 Gr. 4-12 Reinforce reading in all content areas	ITBS/ITED scores show growth Increased test scores in all content areas	Content area reading inservice and study groups	Phase III Title VI District funds	Teachers Curriculum Director Administrators	2001-03
1.1.8 K-12 Teach and reinforce reading strategies to increase comprehension in all content areas	ITBS/ITED scores show growth Increased test scores in all content areas Concentrated effort on reading instruction by all staff	Inservice on reading strategies and classroom implementation	Phase III Title VI District funds	Teachers Administrators Curriculum Director	2001-03
1.1.9 K-12 Examine the testing climate, test taking strategies and test administration and implement changes as needed.	Comprehensive matrix of testing schedules at all levels/ is available Enhanced student motivation for test taking	Assessment literacy inservice	District funds Title VI Phase III	Administrators Guidance Staff Curriculum Director	2000 –01 study 2001-02 implement

Action Plan 1.1

Action Steps	Assessment Indicators of Success	Staff Development Needs	Resources	Person Responsible	Timeline
1.1.10 Gr. 1-3 Implement a reading clinic for students in grades 1-3 who are reading below grade level.	Comprehensive summer school program in place	Training in reading/ writing workshop format Training in reading assessments	Title I District funds	Title I Committee Chair	2000-2003
1.1.11 Gr. K-3 Use diagnostic assessments to improve K-3 reading	More students reading at grade level	Training in administration and interpretation of reading assessments: ELA Marie Clay Observation Survey, DRA	District funds Goals 2000 Early Literacy	Reading Comm. Chair Teachers K-3 Curriculum Dir.	2000-2003
1.1.12 Gr. K-12 Incorporate software and other forms of technology to support acquisition of skills	Technology will be matched to reading skills at each grade level	Training in the use of a variety of software and hardware	Technology fund District funds	Computer Coord. Teachers Media specialists AEA consultants	2000-2003

NORTH SCOTT COMMUNITY SCHOOL DISTRICT ACTION PLAN
Long Range Goal **#1:** All students will demonstrate progress in their reading performance Evidence of Need: Employability skills assessment results; employers/school business partners information
ANNUAL GOAL # 1.2 We will increase the percentage of students scoring a five or higher on the *Work Keys* "Reading for Information" assessment.
What will goal attainment look like? An increased percentage of students will score five or higher on the "Reading for Information" test.

Action Steps	Assessment Indicators of Success	Staff Development Needs	Resources	Person Responsible	Timeline
1.2.1 K-12 Teach and reinforce technical reading and reading for information	Teachers design lessons that address technical reading and reading for information strategies	Training in reading in the content areas and reading for information strategies	Goals 2000 Title VI Phase III	K-12 Teachers Curriculum Director ACT/Work Keys AEA Consultants	2000-02
1.2.2 9-12 Inclusion of *Reading Plus* program into the high school curriculum	Teachers document lessons that address use of *Reading Plus* program.	Train 9-12 teachers in the *Reading Plus* software	Phase III Title VI District funds	9-12 Language Arts teachers Teachers trained in the *Reading Plus* program	2000-02
1.2.3 9-12 Examine the test taking climate, test taking strategies, and test administration	Test scores improve Enhanced student motivation Teachers and students recognize the importance of the test	Staff development to teach test taking strategies	Phase III District funds	HS Faculty HS Test Committee Counselors Administrators	2000-02

Action Plan 1.2

Action Steps	Assessment Indicators of Success	Staff Development Needs	Resources	Person Responsible	Timeline
1.2.4 K-12 Examine the North Scott reading/language arts standards and benchmarks to determine any gaps in reading for information and technical reading strategies.	Benchmarks address reading for information and technical reading and are aligned with curriculum, instruction, and assessment	Awareness of reading for information and technical reading strategies	District funds Goals 2000	Language Arts Teachers Curriculum Dir.	2000-01

NORTH SCOTT COMMUNITY SCHOOL DISTRICT ACTION PLAN
Long Range Goal **#1:** All students will demonstrate progress in their reading performance. Evidence of Need: ITBS/ITED reading scores; results of 280.18 annual improvement goal
ANNUAL GOAL # 1.3 We will increase the percentage of graduating seniors who have taken four years of language arts.
What will goal attainment look like? An increased percentage of seniors will have taken four years of language arts during high school.

Action Steps	Assessment Indicators of Success	Staff Development Needs	Resources	Person Responsible	Timeline
1.3.1 9-12 Study and evaluate graduation requirements	More high school students take 4 years of language arts An increased number of students are enrolled in post-secondary education	Awareness of student schedule needs	District funds	HS Administration Guidance staff	2000-02
1.3.2 9-12 Examine and evaluate scheduling of single section courses	All students have the opportunity to take a variety of classes Increased student performance Increased student/parent satisfaction	Time for course realignment	District funds	HS Administration	2002-03

Action Plan 1.3

Action Steps	Assessment Indicators of Success	Staff Development Needs	Resources	Person Responsible	Timeline
1.3.3 9-12 Examine and evaluate comprehensive course offerings with an eye toward employability and/or further education	Improved reading, writing, speaking and listening skills Higher scores on Work Keys Positive parent/student surveys	Training for staff on needs of employers	District funds Perkins funds	School-to-Work Coordinator HS Language Arts Teachers	2002-3
1.3.4 9-12 Expand Scott Community College offerings offered on-site at North Scott High School	Additional college level courses are available on-site for North Scott High School students	Coordination with Scott Community College	District funds	HS Principal HS Course of Study Comm. Curric. Director	2000-03

NORTH SCOTT COMMUNITY SCHOOL DISTRICT ACTION PLAN
Long Range Goal #2: All students will demonstrate progress in their ability to apply mathematical concepts to effectively solve problems. Evidence of Need: ITBS/ITED reading scores; results of 280.18 annual improvement goal; New Standards Math Reference Exam scores
ANNUAL GOAL # 2.1 We will increase the percentage of students who demonstrate a year's growth in the standardized math test, to be determined by the district.
What will goal attainment look like? All students will demonstrate a year's growth in math.

Action Steps	Assessment Indicators of Success	Staff Development Needs	Resources	Person Responsible	Timeline
2.1.1 K-12 Develop and implement a plan to align curriculum, instruction and assessment of standards and benchmarks	Curriculum, instruction, and assessment are aligned in the classroom.	Training for K-12 staff and administration in: *Instructional best practices *Effective teaching *Assessment literacy *Curriculum alignment	Goals 2000 Title VI Phase III Eisenhower Technology funds	Principals Curriculum Director Dr. Mary Weck AEA Consultants Lead mentors	2000-02
2.1.2 K-6 Increase daily math time to 60 minutes	A survey of teachers indicates increased time spent on math	Make teachers aware that math can be integrated into other content areas.	District funds Eisenhower	Classroom teachers Administrators	2000-02

Action Plan 2.1

Action Steps	Assessment Indicators of Success	Staff Development Needs	Resources	Person Responsible	Timeline
2.1.3 K-12 Increase class time spent on mental math learning strategies.	Teacher survey indicates that more time is spent on mental math learning strategies	Techniques and strategies for mental math development	Phase III Eisenhower	K-12 Math Staff	2000-02
2.1.4 K-12 Align available technology with district math standards and benchmarks	A list is provided to teachers which aligns technology with district math standards and benchmarks	Committee to examine instructional materials and alignment with standards and benchmarks.	Ed Technology Eisenhower	Committee of math teachers and ed tech committee members	2000-02
2.1.5 K-12 Increase the use of manipulatives	Data collected indicates increased use of manipulatives	Instruction needed on appropriate use of manipulatives	Textbook publishers Eisenhower	K-12 Math Staff Math Committee	2000-02
2.1.6 K-12 Examine the established assessment climate and test administration	Teachers observe more positive student attitude and commitment to testing	Faculty review of testing procedures, strategies, and relevance	Phase III District funds	Curriculum Dir. K-12 teachers Administrators	2000-03

Action Plan 2.1

Action Steps	Assessment Indicators of Success	Staff Development Needs	Resources	Person Responsible	Timeline
2.1.7 K-12 Enhance the peer tutor program by providing explicit training to tutors.	Tutors will be trained prior to tutoring students	Faculty responsible for training tutors	District	Building faculty	2000-01
2.1.8 K-12 Establish high expectations that all students can be successful in math	Teachers have identified strategies and/or activities which help to establish high student expectations	Training in goal setting and positive math environments	Eisenhower Phase III	Math staff AEA consultants	2000-02
2.1.9 K-12 Review program goals for TAG, At-Risk, and Title I	Program goals are identified and aligned with instruction and assessment	Training in goal setting, alignment, and assessment	TAG Funds At-Risk Funds Title I	TAG Committee At-Risk Comm. Title I Committee	2000-2003
2.1.10 K-12 Incorporate software and other forms of technology to support acquisition of skills	Technology will be matched to to reading skills at each grade level	Training in the use of a variety of software and hardware	Technology fund District funds	Computer Coord. Teachers Media specialist AEA consultants	2000-2003

NORTH SCOTT COMMUNITY SCHOOL DISTRICT ACTION PLAN
Long Range Goal #2: All students will demonstrate progress in their ability to apply mathematical concepts to effectively solve problems. Evidence of Need: ITBS/ITED reading scores; results of 280.18 annual improvement goal; New Standards Math Reference Exam scores
ANNUAL GOAL # 2.2 We will increase the percentage of 4th and 8th grade students who achieve the problem solving standards as measured by the *New Standards Math Reference Exam.*
What will goal attainment look like? An increased percentage of 4th and 8th grade students will achieve the problem solving standard as measured by the *New Standards Math Reference Exam.*

Action Steps	Assessment Indicators of Success	Staff Development Needs	Resources	Person Responsible	Timeline
2.2.1 K-12 Provide staff development in problem solving strategies	Teachers will have increased knowledge and feel proficient in teaching problem solving	Training in group problem solving activities Training in problem solving strategies and how to teach them	Phase III Eisenhower	Curriculum Director Textbook consultants District personnel AEA consultants	2000-2002
2.2.2 K-12 Increase the use of math journals	Teachers will learn how to use math journals in the classroom All students will use math journals	Teachers inserviced on how to use math journals in their classroom	Phase III Eisenhower	District personnel Textbook consultants AEA consultants	2000-2001

Action Plan 2.2

Action Steps	Assessment Indicators of Success	Staff Development Needs	Resources	Person Responsible	Timeline
2.2.3 K-12 Use *Tech Paths* software to integrate problem solving software into the math curriculum	Teachers will be familiar with the *Tech Paths* software program and its use Teachers will use *Tech Paths* software to implement problem solving activities.	Training on the *Tech Paths* program and its use	Goals 2000 Ed Technology Eisenhower	Curriculum Director K-12 Math Staff AEA consultants	2000-02
2.2.4 K-12 Increase opportunities for real-life problem solving	Students will be given opportunities to do real-life problems Collected activities will be available at each grade level for use by teachers	*Analyze and Apply* training	District funds Title VI At-Risk	K-12 staff School-to-Work Coordinator	2000-02
2.2.5 K-12 Increase the use of manipulatives	Data collected indicates increased use of manipulatives	Instruction needed on appropriate use of manipulatives	Textbook consultants Eisenhower	K-12 Math Staff Math Committee	2000-02

Action Plan 2.2

Action Steps	Assessment Indicators of Success	Staff Development Needs	Resources	Person Responsible	Timeline
2.2.6 K-12 Increase students' math comprehension and communication skills	Students will use writing and reading in math Students will practice problems like those used on *New Standards Performance Assessment.* Increased use of math journals	Teacher inservice on integration of reading/ writing skills and math	Eisenhower Goals 2000	Textbook consultant K-12 teachers AEA staff	2000-01
2.2.7 K-8 Implement a unit in math using the *Investigations or Connected Math* for problem solving	Teachers will use activities from *Investigations/Connected Math* to enhance/replace textbook Teachers will choose one unit to teach at each grade level. Students will experience alternative problem solving approaches	Staff development on the *Investigations/Connected* materials	District funds	Curriculum Director Textbook consultants Math Committee	2000-02

NORTH SCOTT COMMUNITY SCHOOL DISTRICT ACTION PLAN
Long Range Goal #2: All students will demonstrate progress in their ability to apply mathematical concepts to effectively solve problems. Evidence of Need: ITBS/ITED reading scores; results of 280.18 annual improvement goal; New Standards Math Reference Exam scores
ANNUAL GOAL # 2.3 We will increase the percentage of graduating seniors who have taken three or more years of mathematics.
What will goal attainment look like? An increased percentage of graduating seniors will have taken three or more years of mathematics.

Action Steps	Assessment Indicators of Success	Staff Development Needs	Resources	Person Responsible	Timeline
2.3.1 K-12 Establish high expectations that all students can be successful in math	A compilation of successful strategies used by teachers will be available as a resource	Training in goal setting and developing a positive math environment	District funds Eisenhower	K-12 Math teachers AEA Consultants	2000-2002
2.3.2 K-12 Awareness of math usage and relevance in a variety of fields of employment and everyday life.	Increase in use of career related materials, guest speakers and relevant curriculum projects	List of resources/people available for class visits	District funds	K-12 Math teachers School-to-work Coordinator School/Business Partners	2000-02

Action Plan 2.3

Action Steps	Assessment Indicators of Success	Staff Development Needs	Resources	Person Responsible	Timeline
2.3.3 Gr. 8-12 Collect and analyze data on secondary math student enrollment	Data is available on student selection of math courses Data is available on 8th Grade algebra I students followed through high school	Make staff aware of current enrollment	District funds	8-12 Math teachers Guidance staff Administration	2000-02

NORTH SCOTT COMMUNITY SCHOOL DISTRICT ACTION PLAN
Long Range Goal #3: All students will demonstrate progress in their ability to use science inquiry skills to understand their world. Evidence of Need: Lack of student data defining ability to use science inquiry skills.
ANNUAL GOAL # 3.1 We will determine the percentage of students in grades 8 and 11 who are proficient in the use of scientific inquiry strategies as demonstrated on a performance assessment.
What will goal attainment look like? Baseline data on students' ability to use science inquiry skills will be available.

Action Steps	Assessment Indicators of Success	Staff Development Needs	Resources	Person Responsible	Timeline
3.1.1 K-12 Develop and implement a plan to align curriculum, instruction and assessment of standards and benchmarks	Curriculum, instruction, and assessment are aligned in the classroom.	Training for K-12 staff and administration in: *Instructional best practices *Effective teaching *Assessment literacy *Curriculum alignment	Goals 2000 Title VI Phase III Eisenhower Technology funds	Principals Curriculum Director Dr. Mary Weck AEA Consultants Lead mentors	2000-02
3.1.2 K-12 Examine alignment of inquiry skills with standards and bench-marks	Inquiry skills are included and aligned to meet grade level/ course benchmarks	Revisit science standards and benchmarks Regularly scheduled grade level K-12 science meetings.	Phase III Eisenhower	Administrators All science teachers Curriculum Director	2000-02

Action Plan 3.1

Action Steps	Assessment Indicators of Success	Staff Development Needs	Resources	Person Responsible	Timeline
3.1.3 K-12 Set up laboratory activities using scientific inquiry method	Students are able to participate in a variety of lab activities with success Teachers will compile logs of successful lab activities	Regularly scheduled grade level K-12 meetings with specific agenda	District funds	Science teacher facilitator Science dept. chair Administrative science chair Curriculum dir.	2000-2002
3.1.4 K-12 Develop a variety of performance assessments to adequately measure student proficiency in the scientific inquiry method	Developed science performance assessments will be available K-12 Baseline data will be established	Training in assessment techniques and development Time to develop performance assessments	Phase III Eisenhower	Curriculum dir. Teachers K-12	2000-2002
3.1.5 K-12 Develop a list of technology resources to be incorporated into the science curriculum	A list of available technologies will be compiled and available to K-12 teachers	Training in technology applications Meetings to discuss and share programs/materials	Eisenhower District funds	K-12 Teachers Ed Tech Committee	2000-2001

Action Plan 3.1

Action Steps	Assessment Indicators of Success	Staff Development Needs	Resources	Person Responsible	Timeline
3.1.6 K-12 Use real world applications to increase student proficiency in the use of scientific inquiry skills	A list of internal and external resources to enhance the current curriculum will be developed	Training in real-world applications and relevance	Eisenhower District funds	K-12 teachers AEA consultants School-to-work coordinator	2001-03

NORTH SCOTT COMMUNITY SCHOOL DISTRICT ACTION PLAN
Long Range Goal #3: All students will demonstrate progress in their ability to use science inquiry skills to understand their world. Evidence of Need: Percentage of students currently taking three years of science in high school
ANNUAL GOAL # 3.2: We will increase the percentage of graduating seniors who have taken three or more years of science.
What will goal attainment look like? An increased percentage of graduating seniors will have taken three or more years of science.

Action Steps	Assessment Indicators of Success	Staff Development Needs	Resources	Person Responsible	Timeline
3.2.1 9-12 Examine high school course offerings for varied ability levels	Grade data for those 8-11th graders who have not taken science courses beyond the required will be collected Survey data will be collected with reasons why students are not taking science classes		District funds	9-12 Science Teachers Guidance staff HS Administration	2000-2001
3.2.2 7-12 Collect and analyze data on secondary student enrollment in science, accelerated science and schedule conflicts	Student enrollment information will be collected Data on performance of accelerated science students will be available.		District funds	9-12 Science Teachers Guidance Staff	2000-2001

Action Plan 3.2

Action Steps	Assessment Indicators of Success	Staff Development Needs	Resources	Person Responsible	Timeline
3.2.3 K-12 Create an environment that supports students continuing a science sequence throughout their K-12 education	An increased percentage of high school juniors and seniors are enrolled in science courses	Training in goal setting and developing a positive class environment	District funds	K-12 science staff Guidance staff HS Administration	2000-03
3.2.4 K-12 Incorporate internal and external resources to increase career awareness of science	Career awareness is incorporated into the science curriculum Increased number of class visits from professionals in the science field	Coordination of science curriculum writing with school-to-work resources	District funds	K-12 science School-to-work Coordinator	2000-02

NORTH SCOTT COMMUNITY SCHOOL DISTRICT ACTION PLAN
Long Range Goal **#4:** All students will demonstrate progress in their personal, social, and civic responsibilities. Evidence of Need: Number of discipline referrals, Iowa Youth Survey results, increasing number of at-risk students served
ANNUAL GOAL # 4.1 We will validate that the learning environment is inclusive, safe, disciplined, and accessible to maximize student learning.
What will goal attainment look like? The school environment will be one that is safe, with minimum discipline interruptions, where students are able to maximize learning.

Action Steps	Assessment Indicators of Success	Staff Development Needs	Resources	Person Responsible	Timeline
4.1.1 K-12 Develop/implement new teacher mentorship program	District mentorship program will be in place	Lead mentors and mentor teachers trained in ETS Pathwise Induction training	Phase III District funds State mentorship grant	Lead Mentors Building Principals Curriculum Dir. AEA personnel	2000-03
4.1.2 K-12 Train staff in non-violent crisis intervention training	% of staff trained	Training of staff in program	S&DFS Title VI	Administrative Team AEA Staff	2000-01
4.1.3 7-8 Implementation of Boy's Town, research based, discipline model	Discipline referrals decrease Safer, more inclusive environment for students at the junior high.	Training for all staff in Boys' Town model	S& DFS	JH Principal JH Staff	2000-02

Action Plan 4.1

Action Steps	Assessment Indicators of Success	Staff Development Needs	Resources	Person Responsible	Timeline
4.1.4 K-12 Continue and expand conflict manager program and Peacebuilders to address student-to-student conflicts	Decrease in the number of office referrals and an increase in the number of students trained to be conflict managers Peacebuilders Program at Grissom Elementary	Train teachers/students/ staff in conflict management strategies	S&DFS Phase III	Administrators Teachers	2000-02
4.1.5 K-12 Continue with district safety committee, implementation of safety plans and procedures such as lockdowns and entry signs	Active district safety committee Safety plans are implemented Phones in every classroom Safety phone "hot-line" operational		District funds	Administrators Building reps Community reps	2000-2001
4.1.6 K-12 Establish a photo i.d. program at each building for students and staff	Photo i.d.s will be available for all students and staff		S& DFS District funds	Administrative team	2000-2001
4.1.7 K-12 Implement the safe schools checklist assessment	Checklist will be utilized by all buildings	Training in using the checklist	District funds Scott Co. DeCat	Administrative team Scott Co. DeCat Project	2000-03

NORTH SCOTT COMMUNITY SCHOOL DISTRICT ACTION PLAN
Long Range Goal **#4:** All students will demonstrate progress in their personal, social, and civic responsibilities. Evidence of Need: Number of discipline referrals, Iowa Youth Survey results, increasing number of at-risk students served
ANNUAL GOAL # 4.2 We will decrease the percentage of students reporting that they have used alcohol, tobacco, or other drugs at all grade levels surveyed.
What will goal attainment look like? Fewer students will report have used alcohol, tobacco, or other drugs on a district survey.

Action Steps	Assessment Indicators of Success	Staff Development Needs	Resources	Person Responsible	Timeline
4.2.1 K-12 Participate as a district in the area's Red Ribbon Week activities.	District-wide participation in in Red Ribbon Week events		S&DFS	S&DFS Committee	2000-01
4.2.2 7-12 Continue the use of court liaison officers at the junior and senior high and police officer at high school	Juvenile court liaison officers are available to serve adjudicated youth at the junior and senior high		S&DFS Juvenile Justice Federal "Cops in Schools" Program	JH/SH Principals Court liaison officers	2000-03
4.2.3 6-12 Analyze North Scott results of Iowa Youth Survey	Results of survey analyzed and used to determine actions necessary	Information on analysis of Iowa Youth Survey	District funds	Administrative team S&DFS Committee	2000-03

Action Steps	Assessment Indicators of Success	Staff Development Needs	Resources	Person Responsible	Timeline
4.2.4 7-8 Implement the Middle School Drug Prevention Coordinator Grant	Middle School Drug Coordinator provides service and training to staff	Effective practices in prevention of drug abuse among middle school students	Federal Middle School Drug Prevention Coordinator Grant	Drug Coordinator JH Principal	2000-03

NORTH SCOTT COMMUNITY SCHOOL DISTRICT ACTION PLAN
Long Range Goal **#4:** All students will demonstrate progress in their personal, social, and civic responsibilities. Evidence of Need: Number of discipline referrals, Iowa Youth Survey results, increasing number of at-risk students served
ANNUAL GOAL # 4.3 We will decrease the percentage of discipline referrals in grades 7-12.
What will goal attainment look like? Fewer students will be referred for discipline problems.

Action Steps	Assessment Indicators of Success	Staff Development Needs	Resources	Person Responsible	Timeline
4.3.1 K-12 Establish a system-wide plan to recognize positive behaviors and contributions made by students and staff.	A program will be established across the district to recognize positive behaviors and contributions Continuation of "Right Stuff" Program at high school		District funds	Building principals	2000-03
4.3.2 7-8 Implementation of Boy's Town, research based, discipline model	Discipline referrals decrease	Training for all staff in Boy's Town Model	S&DFS	JH Principal JH Staff	2000-02
4.3.3 9-12 Address character and respect issues in rede-signed high school directed study time	Comparative number of disciplinary referrals and academic failure rate	Inservice for staff on character and respect programs Test taking and study skills	District funds	High School Staff	2000-02

NORTH SCOTT COMMUNITY SCHOOL DISTRICT ACTION PLAN
Long Range Goal #4: All students will demonstrate progress in their personal, social, and civic responsibilities. Evidence of Need: Number of discipline referrals, Iowa Youth Survey results, increasing number of at-risk students served
ANNUAL GOAL # 4.4 We will increase the percentage of students in grades 7-12 who participate in instrumental music, vocal music, speech/drama, athletics, and art extracurricular activities either on or off campus.
What will goal attainment look like? A higher percentage of students will be involved in extracurricular activities.

Action Steps	Assessment Indicators of Success	Staff Development Needs	Resources	Person Responsible	Timeline
4.4.1 7-8 A "no-cut" policy will be implemented for all extracurricular programs at the junior high	No-cut policy will be in effect for all junior high extracurricular programs		District	JH Principal JH Staff	2000-02
4.4.2 7-12 Institute additional club opportunities for junior and senior high students.	More clubs will be available for students to participate in	Staff to provide leadership for clubs		Administrators Teachers	2000-03
4.4.3 K-12 Provide recognition for student participation in programs.	Students are routinely recognized for participation in programs			Administrators Teachers	2000-03

NORTH SCOTT COMMUNITY SCHOOL DISTRICT ACTION PLAN
Long Range Goal #5: All students will progress in their readiness for employability in an ever changing world. Evidence of Need: Business/employer necessary skills for employability
ANNUAL GOAL # 5.1 We will increase the learning opportunities and provide curriculum for all students that help them progress in their readiness for employability.
What will goal attainment look like? Students will show an increase in employability skills.

Action Steps	Assessment Indicators of Success	Staff Development Needs	Resources	Person Responsible	Timeline
5.1.1 K-12 Compile data on business partners/ school resources and needs, and develop directory of resources available	A directory of resources is compiled and distributed	Time to complete the survey and meet with business partners	District funds	School-to-Work Coordinator Business Partners Task Force Curriculum Dir.	2000-01
5.1.2 7-12 Continue to provide *Analyze and Apply* training and follow-up	Additional teachers are trained in *Analyze and Apply*	Additional training in *Analyze and Apply*	District funds	School-to-Work Coordinator Building Principals	2000-03

Action Plan 5.1

Action Steps	Assessment Indicators of Success	Staff Development Needs	Resources	Person Responsible	Timeline
5.1.3 Gr. 7-12 Establish a career center that coordinates students' class activities and career employability materials	Career center exists and students visit center and maintain individual files	Inservice for staff	District funds Technology funds	School-to-Work Coordinator Guidance Staff Language Arts Teachers	2000-03
5.1.4 K-12 Continue to develop the teacher externship/ job shadow program	Additional teachers will participate in the externship/job shadow program	Awareness of the externship/job shadow program	Phase III	K-12 Teachers School-to-Work Coordinator Principals	2000-03
5.1.5 K-6 Continue to develop the career awareness program K-6	Continue to have Junior Achievement classes in all grade levels	Communicate awareness of career materials to staff	District funds Junior Achievement	School-to-Work Coordinator Principals	2000-03

NORTH SCOTT COMMUNITY SCHOOL DISTRICT ACTION PLAN
Long Range Goal **#5:** All students will progress in their readiness for employability in an ever changing world. Evidence of Need: Business/employer necessary skills for employability
ANNUAL GOAL # 5.2: We will increase the number of students achieving a score of five on the 11th grade Work Keys assessments. Note: This goal will also be addressed in annual goal #1.2
What will goal attainment look like? An increased number of 11th grade students will score five on *Work Keys*.

Action Steps	Assessment Indicators of Success	Staff Development Needs	Resources	Person Responsible	Timeline
5.2.1 K-12 Develop employability and personal development standards and benchmarks and align those with content standards and benchmarks.	Employability standards and benchmarks are developed and are aligned with content standards	Inservice staff on employ-ability standards and bench-marks	District funds	School-to-Work Committee School-to-Work Coordinator Administrators Curriculum Dir	2000-2003
5.2.2 7-12 Provide training for teachers on *Work Keys* and the skills assessed	All 7-12 teachers will have taken the basic set of *Work Keys*	Time for teachers to take *Work Keys* basic assessments and to interpret results	District funds	7-12 Teachers Administrators Curriculum Dir. School-to-Work Coordinator	2000-2001

(X = all learners will be measured at this grade level)
(S= sample of learners measured at this grade level)

North Scott School District Assessment Measures at Grade Levels

Assessment	K	Gr. 1	Gr. 2	Gr. 3	Gr. 4	Gr. 5	Gr. 6	Gr. 7	Gr. 8	Gr. 9	Gr. 10	Gr. 11	Gr. 12
Standardized National Norms													
Basic Reading Inventory					X	X	X	X	X	X	X	S	S
Marie Clay Observational Survey		X	S										
Early Literacy Advisor	X	S											
I.T.B.S.		X	X	X	X	X	X	X	X				
I.T.E.D.										X		X	
Developmental Reading Assessment - J. Beaver			X	X									
Cognitive Abilities				X			X						
ACT											S	S	
PLAN											X		
Work Keys												X	
Scott County Kdg. Assessment	X												
PSAT										S	S	S	
Iowa Algebra Aptitude Test							S	S	S				
Standardized Local Norms													
State ICIIC Test Modules - Field Test					X				X			X	
Vocational Ed. State Comps.										S	S	S	S

Math Tasks (Tech Paths)			S			S			S				
New Standards Tasks					X				X				
Non-Standardized, Not Normed													
Portfolios										S			
Choices Jr., Choices									X	X			
Criterion Reference Tests				S	S	S	S	S	S	S	S	S	S
Rubrics/Teacher designed authentic tasks				S	S	S	S	S	S	S	S	S	S
Benchmark Tasks	X	X	X	X	X	X	X	X	X	X	X	X	X
Building Improvement Plan Data Collection	X	X	X	X	X	X	X	X	X	X	X	X	X

Action Plan for Assessment of Student Progress

Tasks/Action Steps	Timelines	Responsible Parties	Resources	Monitoring of Implementation
Specify and collect data needed in addition to ITBS, ITED results. (including data on state indicators; data to determine achievement needs of subgroups).	2000-2003	Teachers Building Principals Curriculum Cabinet	District Funds Student Information System	District baseline and trend data examined against state and national data. Examination reviewed by the responsible parties.
Establish desired proficiency or performance levels on the multiple assessments using the two years of district data.	2000-2001	Curriculum Committees Curriculum Director Administrative Chairs of curriculum committees	District Funds Goals 2000 Grant	Proficiency levels are defined for multiple assessments.
Determine alternative measures for students not able to participate in district-wide assessments.	.2000-2001	Special education teachers, IEP team members, AEA Special Education Consultants, Building Principals	District funds	Alternative assessments are identified
Multiple assessments align with content standards, including information relevant to state and federal programs.	2000-2002	Curriculum Committees Curriculum Director Administrative chairs of curriculum committees Curriculum Cabinet	District funds	Alignment is documented through curriculum process.
Student assessment measures are determined trustworthy.	2000-2003	Curriculum Committees Curriculum Director	District funds Eisenhower State ICIIC modules AEA Assessment Specialist	Validity and reliability of assessments are documented
Review multiple selection criteria used for gifted/talented students, Title I eligible students, at-risk populations for needed revisions.	2000-2002	TAG Committee Title I Committee At-Risk Committee Administrative Team	TAG Funds Title I At-Risk Funds	Procedure for identification is documented in program information. Documentation exists in each identified student's folder of the criteria used to identify and select her/him.
Assess need for staff development and support in developing and using performance assessments.	Ongoing	Staff Development Committee Administrative Team	Phase III Title VI Eisenhower AEA Consultants	Appropriate professional development in assessment literacy is offered.
Assess need for staff development and support in developing and using alternative instructional strategies	Ongoing	Staff Development Committee Administrative Team Title I, At-Risk and TAG Committees	Special education Title I TAG At-Risk	Appropriate professional development offered

to meet the needs of diverse learners (special ed., gifted, Title I, and at-risk).				
Assess need for staff development and support in developing and using substance abuse and violence prevention strategies.	Ongoing	Staff Development Committee Administrative Team Safe & Drug Free Schools Committee	District funds Safe & Drug Free Schools	Appropriate professional development offered
Assess need for staff development and support in developing and using aligned curriculum through teacher/business partnership.	Ongoing	Staff Development Committee Administrative Team STW Committee STW Coordinator Business Partners	District funds Business Partners STW Coordinator - Analyze and Apply Junior Achievement	Appropriate professional development offered and curriculum developed
Disaggregated district level data is used by attendance centers to assist in the determination of building-level goals.	Ongoing	Building principals Site cadres Curriculum Director	Phase III	Building level data annually reported to the community and the school board. Building level goals are reviewed for alignment with the data.
Review and analysis of district data to determine long-range goals and annual improvement goals.	Ongoing	Curriculum Director Administrative Team Board of Directors	District funds	Adoption of long-range and annual improvement goals is in Board minutes.
Review trend data to determine appropriate interventions to achieve K-3 program goals.	On-going	Primary teachers Building principals Curriculum Director	District funds	K-3 parents receive written reports of student progress and interventions twice per year.
Review program goals and data on performance measures for the gifted/talented program.	Yearly	TAG Committee TAG teachers Administrative chair of TAG Committee	TAG	TAG parents receive reports of student progress
Review program goals and data on performance measures for the at-risk program.	Yearly	At-Risk Committee At-Risk staff Administrative chair of At-Risk Committee	At-Risk	Parents of at-risk students receive reports of student progress

Infusion

Areas to be Integrated into the Educational Program through the CSIP

Multi-Cultural and Gender Fair

Because the communities making up the North Scott Community School District are homogeneous communities with little diversity the district is especially aware of the need to infuse multi-cultural and gender fair materials into the instructional program and the curriculum. Across the content areas the curriculum guides include multi-cultural and gender fair topics such as the knowledge and appreciation for the contribution of diverse cultural, ethnic, religious, and racial groups, men and women, as well as those who are disabled or of diverse socio-economic backgrounds. The district has an equity committee that reviews the district's educational programs to ensure that equal opportunities are available to all students regardless of gender, ethnicity, socio-economic status, or disability. The district participated in a Department of Education equity audit two years ago and is in compliance with the department's regulations.

Career Education

Career education, is evident in several of the district's long-range goals and student learning goals. With the assistance of a School-to-Work grant the district now has a school-to-work coordinator on staff who works with teachers to assist them with the infusion of employability skills, ABI skills, employment opportunities, and career exploration into their curriculum. The district will continue to fund this position with district funds when the school-to-work grant funds are no longer available in December 2000. A number of the action plans, particularly in long-range goal 5, describe in detail the strategies to sustain the career education and school-to-work goals within the district.

Global Education

Global education is incorporated into student learning goals and content standards, particularly in social studies and language arts/reading. Technology, such as the Internet, has greatly enhanced our ability to expand students' awareness of the global society of which they are a member.

Staff Development

Recent research indicates that to best impact student achievement a district needs to have a strong professional development program in place. Knowing that the expertise of the classroom teacher plays a vital role in student's learning, North Scott has made a strong commitment to providing a staff development program which will offer staff research-based practices to positively impact student achievement. Areas of focus in the CSIP include reading comprehension, assessment literacy, effective professional practices, and problem solving. Staff development opportunities are supported through Phase III, Title I, Title II, Title IV, Title VI, district participation in Goals 2000 grant activities, and district funds. A district staff development plan is available in the district administrative office.

At-Risk Students

Because the needs of at-risk students are evident across the content areas, all of the long-range goals and annual improvement goals are written to address the needs of all students, including those identified as being at-risk. The educational needs of at-risk students are addressed in the action plans, as are staff development needs of those working with at-risk students. The district's entire guidance staff works with students who are at-risk. In addition, the junior high and senior high have at-risk resource teachers. Beginning with the 2000-01 school year North Scott high school has a guidance counselor assigned specifically to work with the at-risk resource teacher and the students served in that program. The district's allowable growth at-risk plan which details community/parent involvement, identification procedures, program evaluation, support services, etc. is available at the district office.

Gifted and Talented Students

Because the needs of gifted and talented students are evident across the content areas, all of the long-range goals and annual improvement goals are written to address the needs of all students, including those identified as being talented and gifted. The educational needs of TAG students are addressed in the action plans, as are staff development needs of those working with these students. Each building is served by a TAG resource teacher as well as having on staff a district TAG coordinator. Specific staff development opportunities addressing the instructional needs of TAG students are offered when appropriate and needed. A plan detailing student identification, goals and performance measures, differentiated programming, review and evaluation of the program is available at the district office.

Consolidation

Program Requirements for Funding

Phase III

The North Scott Community School District has a long history of shared decision making . The district's Phase III plan has been rooted in the shared decision making process and through the CSIP buildings will be able to continue this process to develop building goals that align with the long range and annual goals of the CSIP. The district supports the shared decision making by providing six late-starts throughout the school year for buildings to meet and implement their building plans.. In addition to shared decision making, the CSIP includes staff development opportunities addressing all long-range and annual improvement goals for teachers to use as individual projects that promote excellence in teaching and student achievement. Phase III money will be used to support shared decision making at the building level and to support those specific strategies that are detailed in the action plans. The staff development opportunities are included in the staff development plan on file in the superintendent's office. The Phase III plan is also on file in the superintendent's office.

Technology

The district has written and been following a district technology plan for the past four years. The plan is on file at Mississippi Bend AEA9 and in the district office. The plan is reviewed annually by the district educational technology committee and is reported on annually at a Board of Director's meeting. The goals and strategies of the technology plan support the long range and annual improvement goals and the action plans that have been written to meet those CSIP goals. The technology plan includes goals and strategies for using information technology and telecommunications (see p.6-12 in the North Scott Technology Plan). An important element of both the CSIP and the district's technology plan is professional development. In this year's technology budget a significant budget has been established for staff development to assist teachers with the incorporation of technology as a tool in their classroom and to attain the long-range and annual improvement goals. This is also reflected in the steps of the action plans in the CSIP. The district has an ICN room located at North Scott High School. The room has been used frequently by staff members to participate in staff development opportunities. In addition the ICN room has been used in a Goals 2000 high school Culinary Arts program which joins classrooms in four districts through the use of the ICN. Additionally the district is participating in two other Goals 2000 grants which will use the ICN as the vehicle to connect monthly with grant consortium members. Last year telephones were installed in all classrooms to provide teachers with additional opportunities for communication with parents and students. The technology plan describes (page 12) the process for evaluating telecommunication services, hardware, software, and other services to improve education and/or library services. The technology budget is found in the appendix of the CSIP. The technology coordinator and two administrators are responsible for monitoring the progress of the technology plan, leading the technology committee, and making adjustments to the plan as needed.

Title I

North Scott Title I activities and the action plans of the CSIP are supportive and complement each other. Through the student learning goals, long-range goals, annual improvement goals and action plans delineated in the CSIP the student achievement of those students served in the Title I program will improve and increase. The information below further explains the parental involvement, identification of students, staff development, and annual review of the program.

Parent Involvement

The North Scott CSD recognizes the vitally important role that parents play in the education of all children in our district. To that end, parents are invited to serve on numerous committees that are part of the district's organization. Parents of Title I students are represented on the Superintendent's Advisory committee. All Title I parents are asked to sign the Parent-School Compact annually. Each Title I teacher meets with her parents during Open House activities. Any parents that do not attend the open house receive the compact through the mail and return it to school. Title I teachers also provide all parents with a packet of information describing the services their child will receive in the program, an opportunity for the parents to make suggestions and provide input for the services provided to their students, and an explanation of assessments and activities throughout the year. Parent-teacher conferences are held at least twice during the school year. In addition to involving parents in assisting their children in developing skills by practicing reading and math at home, Title I teachers frequently correspond regularly with parents through weekly newsletters and through individual daily notes in student notebooks that teachers share information with parents in. Parents are able to write a response to the teacher. Title I teachers make frequent home calls and make every effort to involve parents in their child's education and progress.

Identification

Student eligibility for participation in the Title I supplemental reading program is determined by input from the classroom teachers, the Title I teacher, and parents, using multiple measures. With this data, teachers are then able to rank children to determine a listing of students eligible for services. Those students who are identified as most at-risk of not meeting district reading standards are eligible for services.

Measures used for identification may include:

- Metropolitan Assessment, administered to kindergarten students in the spring
- Iowa Test of Basic Skills administered to grades 1-6 in the fall
- Marie Clay's Observation Survey administered to Grade 1
- Early Literacy Advisor
- Developmental Reading Assessment
- Teacher observation and anecdotal records
- Performance on daily work
- Writing samples
- Running records

Parents are asked to complete a survey in the fall and spring to provide information about the students that they may see in the home setting.

Staff Development

North Scott has made a strong commitment to providing a staff development program which will offer staff research-based practices to positively impact student achievement. For the past two years a major focus of the district has been on balanced literacy, effective practices, and research based programs in reading. The staff development has been available to all teachers including Title I teachers. Additionally, the Title I teachers who are involved in Reading Recovery have provided staff development on running records. This summer inservice was provided to staff members on a variety of reading assessments and teaching reading and writing in a workshop setting. Professional development activities are reflected in all of the steps of the action plans.

Title II (Eisenhower Funds)

Eisenhower funds support staff development activities in the areas of math and science. Specific activities focus on problem solving, development of communication skills in math problem solving, and science inquiry skills developed through a constructivist science program. All activities support increased student achievement in the areas of science and math and are aligned with student learning goals, long-range goals, annual improvement goals, and district standards and benchmarks. Specific performance indicators for success are identified in the action steps of the annual goals. Success on those performance indicators will be assessed as progress toward the goals is reported annually.

Title IV (Safe and Drug-Free Schools)

Title IV activities are delineated in long-range goal #4 and the annual improvement goals included in that long-range goal. A Safe and Drug Free Schools Advisory Committee holds regular meetings to assess data with regard to drug and violence problems within the North Scott Schools. The Advisory Committee has established a set of measurable goals for drug and violence prevention, student assets, and safe environment. The action plan for these goals is delineated in the annual goals under long-range goal #4. The district will be participating this year in a federal grant for middle school drug coordinators. The grant will provide a coordinator at the North Scott Junior High who will assist the district in analyzing data and determining best practices and programs in drug abuse and violence prevention.

The district has coordinated its programs and projects with a variety of other agencies including the area education agency, other school districts, police officers from the local and surrounding areas, the North Scott Clergy association, local physicians, the Scott County Decategorization Committee, the Scott County Health Department, local hospitals and local businesses.

Title VI (Innovative Education)

At North Scott Title VI provides funding support for many of the professional development opportunities that support best practices and research based models. Activities delineated in the CSIP action plans to support student achievement make use of Title VI funds and enable the district to offer these professional development activities.

Early Intervention Funding

Early Intervention Goals for 2000-2001

The North Scott goals for the federal class size reduction program proposal are the same goals as the 2000-2001 goals for the State Early Intervention Program. These goals are:

- To increase the percentage of students who show a year's growth in reading comprehension and mathematics as measured by a standardized test. (This goal is reflected in Long-Range Goals #1 and #2 and the annual improvement goals of the district's CSIP).
- To reduce class size in grades K-3 to an average of 18 students to every teacher.
- To provide professional development to K-3 teachers on best practices and developmentally appropriate practices and programs to meet the needs of students in grades K-3.
- To identify and administer appropriate diagnostic reading assessments for grades K-3.

All of the Early Intervention funds will be used to hire qualified personnel to reduce class sizes. However, in the district's Comprehensive School Improvement Plan there are numerous staff development activities planned that will support professional development in the basic skills of grades K-3. All of these activities are outlined in the action plans of the district's CSIP. During the 2000-2001 school year, with the use of the Early Intervention/Federal Class Size Reduction funds 32 of 45 K-3 sections in North Scott will meet the class size goal of 18 students per class.

Early Intervention/Class Size Reduction Goals for 1999-2000

1999-2000 Program Goals

1. To develop and implement a plan for improved achievement in reading at Virgil Grissom Elementary in grades K-3. An action plan will be written to provide staff development in current best practices as well as literacy models shown to positively impact student achievement in reading. Time on task and other instructional elements will be studied.
2. The district will have an AEA Reading Recovery Trainer serving students at Virgil Grissom throughout the 1999-2000 school year. This will provide intervention services in addition to the current Title I/Reading Recovery faculty member.
3. John Glenn Elementary will be a member of a Goals 2000 project to incorporate Reading Recovery teaching strategies into the regular K-2 classroom.
4. The district will provide professional development opportunities to K-3 staff in all buildings on research based literacy models and instructional strategies to improve reading skills.
5. All students will demonstrate a year's growth on the ITBS/ITED tests in reading and math.

Progress Made on Early Intervention/Class Size Reduction Goals for 1999-2000

- A formalized action plan for staff development in current best practices in reading was developed and implemented during the 1999-2000 school year at Virgil Grissom Elementary School. All teachers who teach reading were involved in the study group and participated in the activities. The study group used the materials from CIERA *Every Child a Reader* as a basis for the study group. In addition, the 4-Block Literacy Model was studied. Each teacher has developed an individual action plan using strategies discussed in the study group to implement in the classroom during the 2000-2001 school year.

- The Mississippi Bend AEA Reading Recovery Leader and Trainer served first grade students at Virgil Grissom Elementary School during the 1999-2000 school year. These services were provided in addition to the Reading Recovery activities provided to students by Grissom's Title I/Reading Recovery teacher.

- John Glenn Elementary began the first of a two-year Goals 2000 Early Literacy Development Grant as a consortium with five other schools within the MBAEA. The kindergarten, first grade and Title I/Reading Recovery teachers received training in administering a variety of reading assessments including the Early Literacy Advisor, running records, and Marie Clay's Observation Survey. Baseline data was collected on students. The grant will be expanded to second and third grade next year during the 2000-2001 school year.

- The district provided professional development opportunities to K-3 staff in a variety of ways. In addition to the inservice provided to Glenn and Grissom staffs, district teachers were able to participate in a district-wide "Balanced Literacy" study group. Approximately 25 teachers participated in the study group that met throughout the school year.

- Data on progress the district has made toward its annual improvement goal that all students will demonstrate a year's growth on the ITBS/ITED tests in reading and math is available in the Comprehensive School Improvement Plan and the Annual Progress Report.

Diagnostic Reading Assessments for K-3 Students

The following assessments are utilized to assess all K-3 students in reading, identify strengths and weaknesses and to define appropriate interventions as needed.

- Kindergarten - Early Literacy Advisor by McREL
- First Grade - Marie Clay's Observation Survey
- Second Grade - Developmental Reading Assessment
- Third Grade - Developmental Reading Assessment

Diagnostic reading assessments are administer twice a year (in the fall and in the early spring). At scheduled parent-teacher conferences twice a year parents will receive information on their child's performance on the diagnostic assessment, if interventions are necessary what actions the district intends to take to improve the child's reading skills, and suggestions of strategies that the

parents can use at home to improve their child's reading skills. Teachers will use the information from the diagnostic assessments to inform and drive their instruction. In addition to providing parents with information about their child's progress, the assessments will provide the district with student achievement data for grades K-3. The data will provide information about progress toward the CSIP goals as well as providing information regarding programming needs for students.

Activities to Improve Reading

- Numerous activities are specified in the annual goals of long-range goal #1 in the North Scott CSIP
- Two years of staff development have focused on balanced literacy and best practices in reading
- The district employs 5 (.5 FTE) Title I instructors, three of whom are also Reading Recovery teachers
- The district provides professional leave for teachers to attend workshops and seminars pertaining to guided reading, early literacy, balanced literacy, reading in the content areas, etc.
- The district is participating in three Goals 2000 grants which involve reading, best practices, standards and benchmarks, and alignment of curriculum, instruction and assessment
- District study groups have formed and used CIERA's *Every Child a Reader* and Patricia Cunningham's *4-Block Literacy Model* as a basis of their study groups.

Action Plan to Evaluate School Improvement Plan

Evaluation Activities	Timeline	Responsible Parties
Continuously monitor student achievement data as it is collected, maintain current data charts, present information to advisory committee(s) for planning.	Ongoing	Curriculum Director Curriculum Cabinet
Continuously monitor progress toward district student learning goals	Ongoing	Curriculum Director Curriculum Cabinet
Continuously monitor progress toward long-range goals	Ongoing	Curriculum Director Curriculum Cabinet
Continuously monitor progress toward state indicators	Ongoing	Curriculum Director Curriculum Cabinet
Continuously monitor progress toward goals or indicators specified for state or federal programs	Ongoing	Curriculum Director Curriculum Cabinet Committee Administrative Chairs
Monitor implementation of content standards and benchmarks in classrooms	Continuous, as part of building administrators' classroom visits	Director of Curriculum Building Principal
Monitor implementation of staff development instructional techniques in the classroom.	Continuous, as part of building administrators' classroom visits and during staff evaluation.	Building Principal
Yearly progress report on each district level and building level action plan. (Progress reports are collected and published for internal use.)	Annually	Superintendent Curriculum Director Building Principals
Monitor the number of students in workplace experiences and the responses to post-graduate surveys.	Annually	STW Coordinator Guidance Staff

Action Plan for Reporting to the Public

Tasks/Action Steps	Timelines	Responsible Parties	Resources	Monitoring of Implementation
List all district communication options	2000-2001	Curriculum Cabinet	District funds	List developed
Revise or develop communication tools to report to a variety of constituencies.	2000-2002	Curriculum Cabinet Curriculum Director	District funds	Communication tools are developed
Develop guidelines for reporting student performance results (all district level and building level constituencies are able to answer the question: "How well are our students performing?)"	2000-2002	Curriculum Cabinet Building Principals Teachers	None	Guidelines for reporting are established
Designate which communication tools will be used to report which types of student performance information.	2000-2002	Curriculum Cabinet Administrative Team CSI Advisory Committee	District Funds	Designated list of communication tools compiled
Determine the distribution schedule of designated communication tools.	2000-2002	Curriculum Cabinet Administrative Team CSI Advisory Committee	District funds	Schedule developed
Incorporate above components into overall communication plan.	2000-2003	Curriculum Cabinet Administrative Team	District funds	District communication plan exists.

All appropriate individuals need to sign page 5.

Iowa Department of Education
February 1, 2000

Assurances

	Title I	Migrant Education	Delinquent Education	Neglected Education	Title II	Title IV	Title VI	Title VII	Gifted & Talented	Technology	Phase III	At-Risk
1) All programs included in consolidation efforts will be administered in accordance with all applicable statutes, regulations, program plans and applications.	X	X	X	X	X	X	X	X	X	X	X	X
2) The school district/agency is in compliance with federal and state legislation which requires nondiscrimination on the basis of race, national origin, color, gender, religion, creed and disability including Title VI and Title VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, the Vocational Rehabilitation Act of 1973, the Americans with Disabilities Act of 1992 and Chapters 216.9 and 19B.11 of the Iowa Code. The district/agency utilizes multicultural, gender-fair approaches to its entire educational program as required in Chapter 256.11 of the Iowa Code.	X	X	X	X	X	X	X	X	X	X	X	X
3) The local education agency (LEA) /agency will make reports to the state agency and secretary, in such form and contain such information, to enable the state agency and the secretary to perform its duties.	X	X	X	X	X	X	X	X	X	X	X	X
4) The LEA/agency will cooperate in program evaluations conducted by or for the state agency, U. S. Department of Education, or other federal officials.	X	X	X	X	X	X	X	X	X	X	X	X
5) The LEA/agency will use fiscal control and fund accounting procedures that will ensure proper disbursement of, and accounting for, funds (federal and state) paid for programs.	X	X	X	X	X	X	X	X	X	X	X	
6) The control and administration of funds received for programs shall be a public entity, including property acquired with the funds.	X	X	X	X	X	X	X	X				
7) The LEA/agency will maintain records that are updated biennially to document compliance with comparability requirements.	X		X	X	X	X	X	X				
8) The LEA/agency will adopt for use proper administration methods to enforce obligations imposed by law on agencies, institutions, organizations and other recipients responsible to carry out the program.	X	X	X	X	X	X	X	X	X	X	X	X
9) The LEA/agency will correct any deficiencies in program operations that are identified through audits, monitoring, or evaluation.	X	X	X	X	X	X	X	X	X	X	X	X
10) Auditing of all applicable programs will be in accordance with OMB Circular A-133 requirements when appropriate.	X	X	X	X	X	X	X	X				
11) The independent auditor, federal agency, comptroller general, and/or the pass through entity (state) shall have access to records and financial statements as may be necessary to comply with monitoring requirements.	X	X	X	X	X	X	X	X	X	X	X	
12) Funds granted shall be used to supplement and not supplant state and local funds expended for educational services.	X	X	X	X	X	X		X		X		

	Title I	Migrant Education	Delinquent Education	Neglected Education	Title II	Title IV	Title VI	Title VII	Gifted & Talented	Technology	Phase III	At-Risk
13) The LEA/agency will have on file a service delivery plan for each individually funded attendance center.	X	X	X	X			X					
14) The LEA/agency will provide opportunities for public comment on the program plan and consider such comment in any revisions/updates.	X	X	X	X		X	X	X				
15) The LEA/agency will consult with appropriate private school officials during the design and development of the program.	X	X	X	X	X	X		X		X		
16) The LEA/agency will coordinate and integrate program services, to the extent feasible and necessary, with other agencies providing services to children, youth and families, including health and social services.	X	X	X	X	X	X	X	X				X
17) The LEA/agency will maintain records for each federal program for five years.	X	X	X	X	X	X	X	X				
18) The LEA assures that teachers employed in nonpublic schools within the public school boundaries shall be provided equitable opportunity for participation in the benefits of the project.					X	X						
19) The LEA/agency will implement programs, activities, and procedures for the involvement of parents including, but not limited to, the development of a written parental involvement policy and school-parent compact; convening an annual meeting; and establishing mechanisms that build parental capacity for involvement.	X	X	X	X			X					X
20) The LEA/agency will allocate funds to eligible attendance centers based on the total number of children from low-income families in each area or school.	X	X	X	X								
21) The LEA/agency will inform eligible schools and parents, if applicable, of school-wide program authority.	X	X	X	X		X						
22) The LEA/agency will provide technical assistance and support, if applicable, to school-wide programs.	X	X	X	X		X						
23) The LEA/agency will work in consultation with schools as they develop school-wide program plans and assist schools as they implement program plans or undertake activities as targeted assistance schools so that each school can make adequate yearly progress toward meeting the content and performance standards.	X	X	X	X		X						
24) The LEA/agency shall give priority to enrolled migrant children who are failing to meet the challenging standards set for all students and to those whose education has been interrupted during the regular school year.		X										
25) The LEA/agency shall have on file completed COEs documenting eligible migrant students that have been recruited.		X										

	Title I	Migrant Education	Delinquent Education	Neglected Education	Title II	Title IV	Title VI	Title VII	Gifted & Talented	Technology	Phase III	At-Risk
26) The LEA/agency will make every effort to transfer pertinent migrant student information to the next service provider when migrant students move from the school.		X										
27) The LEA/agency and the delinquent facility ensure that funded educational programs are coordinated with the student's home school.			X	X								
28) The funded delinquent facility will notify the LEA of the youth served is identified as in appropriate need of special education services while in the facility.			X	X								
29) The LEA/agency and delinquent facility, where feasible, will provide transition assistance to help the youth stay in school, including coordination of services for the family, counseling, assistance in accessing drug and alcohol abuse prevention programs, tutoring, and family counseling.			X	X								
30) The delinquent facility will work to ensure that teachers and other qualified staff are trained to work with children with disabilities and other students with special needs, taking into consideration the unique needs of such children and students.			X	X								
31) The LEA/agency and the delinquent facility will work to ensure that educational programs provided are related to assisting students that meet high educational standards.			X	X								
32) Parents will be involved, where feasible, in efforts to improve the educational achievement of their children and prevent the further involvement of such children in delinquent activities.			X	X								X
33) Coordinate services and programs with other services and programs provided to delinquent youth (e.g., JTPA & LEA activities under the Juvenile Justice and Delinquency Prevention Act of 1974; local businesses).			X	X								
34) The LEAs parents, teachers, students, administrators, law enforcement personnel, substance abuse agency persons, local government, business, private schools, and other community-prevention services persons participate in program planning.						X						
35) The LEA has conducted an objective analysis of student behaviors (e.g., substance use, violence, safety, and discipline problems) in both public and nonpublic schools.						X						
36) The LEA has implemented a weapons-free school policy, including a mandatory expulsion.						X				X		
37) The LEA parents, teachers, administrators, and appropriate community members have been consulted in the allocation of funds and in design, planning, and implementing of the plan.	X					X	X					X

	Title I	Migrant Education	Delinquent Education	Neglected Education	Title II	Title IV	Title VI	Title VII	Gifted & Talented	Technology	Phase III	At-Risk
38) The LEA provides staff development to achieve greater access to and participation in the core subjects, especially in mathematics and science, by students from historically underrepresented groups.					X							X
39) Any unused funds of the gifted and talented program at the end of the budget year will be carried over to the subsequent budget year to the gifted and talented program.									X			
40) Personalized educational plans exist for every identified gifted and talented student and at-risk student.									X			X
41) The program will contribute to meet the National Education Goals.										X		
42) The LEA/agency will employ teachers proficient in English, including written and oral communication skills.								X				
43) The LEA/agency will integrate the bilingual program with the overall educational program.								X				
44) The LEA/agency has an advisory council with the majority of members being parents and other representatives of the children and youth served in the program.								X				
45) Phase III funds received by the district will be used to support the district's Comprehensive School Improvement Plan and all indicated activities will be implemented and in place during the designated year.											X	
46) The LEA will identify homeless children at the elementary, middle, and high school level.												X
47) The LEA will post information in strategic locations in the community encouraging homeless families to enroll their children and identifying available support services.												X
48) The LEA will institute procedures to meet all requirements of Chapter 33, Iowa Code regarding the education of homeless children.												X
49) The LEA will provide alternatives for dropouts and potential dropouts as required in 280.19A, Iowa Code.												X
50) The LEA will be in compliance with the federal regulation regarding lobbying and debarment. (See attachment.)	X	X	X	X	X	X	X	X				
51) The LEA will provide a drug-free workplace environment. (See attachment.)	X	X	X	X	X	X	X	X				

	Title I	Migrant Education	Delinquent Education	Neglected Education	Title II	Title IV	Title VI	Title VII	Gifted & Talented	Technology	Phase III	At-Risk
The following assurances apply to **nonpublic schools** accessing funding for the identified programs through the public school district.												
52) The program will contribute to meet the National Education Goals.							X			X		
53) The materials, equipment, and services will be used only for secular, neutral, and non-ideological purposes.						X	X			X		
54) The public entity responsible for the program funds shall be notified when the materials, equipment, or services are no longer needed.							X			X		
55) The LEA/agency will not reduce funds expended for the programs if awarded additional grant dollars.							X	X		X		

The following signature denotes the superintendent and/or nonpublic administrator has read and agreed to these assurances.

Basil V. DeSena 9-8-2000

Superintendent Date

Nonpublic schools participating in: ☐ Title II; ☐ Title IV; and ☐ Title VI (✔ which programs apply)

Nonpublic School Administrator(s) Date

A. Nonpublic nonparticipation in: ☐ Title II; ☐ Title IV; and ☐ Title VI (✔ which programs apply)

Nonpublic School Administrator(s) Date

Certification Regarding Lobbying and Debarment

Applicant should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 85, "New Restrictions on Lobbying," and 34 part CFR 85, "Government-wide Debarment and Suspension (Nonprocurement)." The Certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Section 82.100 and 82.110, the applicant certifies that:

(a) No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress in connection with the making of any federal grant, the entering into any federal grant or cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any federal grant or cooperative agreement;

(b) If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form – LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110.

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for obtaining, attempting to obtain, or performing a public (federal, state, or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicated for otherwise criminally or civilly charged by a government entity (federal, state, or local) with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and

(d) Have not within a three year-period preceding this application had one or more public transactions (federal, state, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

CERTIFICATION REGARDING DRUG-FREE WORKPLACE REQUIREMENTS

A. The grantee certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, procession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
(b) Establishing an ongoing drug-free awareness program to inform employees about—
(1) The dangers of drug abuse in the workplace;
(2) The grantee's policy of maintaining a drug-free workplace;
(3) Any available drug counseling, rehabilitation, and employee assistance programs; and
(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;
(c) Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a);
(d) Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will--
(1) Abide by the terms of the statement; and
(2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction;
(e) Notifying the agency in writing, within 10 calendar days after receiving notice under paragraph ~~(d)~~(2) ~~from~~ an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, to every grant officer or other designee on whose grant activity the convicted employee was working, unless the federal agency has designated a central point for the receipt of such notices. Notice shall include the identification number(s) of each affected grant;
(f) Taking one of the following actions, within 30 calendar days of receiving notice under paragraph (d)(2), with respect to an employee who is so convicted--
(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a federal, state, or local health, law enforcement, or other appropriate agency;
(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).

APPENDICES

APPENDIX A:
North Scott Vision

North Scott Community School District
Vision--Strategic Plan--2000

SCHOOL CLIMATE

The North Scott Community School District of the future has some visible differences from the district of 99-00. The world around us demands stronger security measures; therefore, getting into the schools to visit, is more difficult. Only one door is used during student contact hours--and that door is carefully monitored by office personnel. Once inside, all visitors will wear badges and notice that each staff member wears an encoded photo-ID which is also used for access to the building, the classroom, and can be scanned for a lunch ticket. Students are dressed in uniforms and carry clear backpacks. Population has changed at North Scott. A racial rainbow of students walks through the busy halls--each one showing acceptance of each of the others.

Even though the buildings seem overflowing, class sizes are small enough that each student gets the "personal touch" of individual attention in the family atmosphere of every classroom. In addition, students and adults receive emotional support from existing guidance services, from respectful relationships with each other and peers, and from participating in peaceful conflict resolution and problem solving. Students seem secure and happy. When asked, they will tell any visitor that they and their peers have been involved in planning programs and activities--in fact, anything that affects them directly has received their input.

PARENT-COMMUNITY CONNECTION

At North Scott, it is obvious that the community is closely connected to each building. Parents are involved in the educational process; parental input is welcomed and appreciated by all staff. With phones, the internet, newsletters, and personal contact, parents and teachers keep in touch to help students succeed.

More school-to-work programming is evident as students learn directly from business what is needed for a successful career and apply those skills to their learning at school and in the workplace. Each school has several business partners who provide volunteers, financial assistance, and program help. In turn, business partners receive better prepared employees who graduate from North Scott.

STUDENT ACHIEVEMENT

The primary focus of the district is on student achievement. Starting with the pre-school and all-day kindergarten classes, students demonstrate competencies which will help them advance to meet the high expectations North Scott has for its graduates. Students K-12 are involved with their teachers in planning their own courses of study, setting attainable goals, and self-evaluation; therefore, much of the student's day is spent doing individualized learning which meets his/her needs as a learner. Assessment of student achievement is varied; portfolios, oral exams, written exams, standardized tests, and performances are some of the indicators of competency. Students are expected to complete rigorous and relevant assignments, and they do so. Both students and parents regard school achievement as the child's most important job and responsibility. Those students who are at risk receive early intervention in the lower grades as part of flexible, individualized scheduling for every child. Flexible scheduling allows more opportunities and student choices at upper levels. Peer mentors and peer tutors are available in all buildings. As soon as children are developmentally ready, instruction begins in keyboarding and in foreign languages.

A goal throughout the district is clear communication. Programs for students emphasize communicating effectively for career preparation and gaining skills needed to compete in a world-wide work force. Within the schools, basic human skills--working well with others, being

respectful, caring about the needs of other people, etc.--are stressed as an integral part of education. "Best Practice" methodology based on research is used to create a classroom atmosphere that is motivating and challenging for students and teachers at all levels.

STAFF CHANGES

Attracting new quality staff to replace retirees has challenged the district. North Scott has hired and retained some of Iowa's finest new staff members, by offering competitive salaries, gaining funding through creative approaches, and offering a productive mentoring program which pairs experienced, competent staff with new teachers. Teachers are offered experiences like partner school teacher exchange as a way to revitalize and gain new ideas. New staff includes a full time counselor in each elementary school, classroom aides for all kindergartens, and a district human resource professional responsible for the hiring and assigning of personnel. Creative legislation has allowed retirees to return to classrooms to fill remaining vacancies and offer expertise.

LEARNING COMMUNITY

Personal accountability is important for all members of the North Scott School District community--education personnel, students, and parents. The student turnover that occurs due to the mobility of the community presents challenges in programming and communication between home and school. As a result, the schools provide more after school activities and both support and remediation opportunities. Demographic changes within school boundaries have provided a more diverse student and staff population. Retired professionals both from educational institutions and private business are visible as volunteers and, occasionally, employees of the schools. These changes have underscored, for North Scott, the importance of basic human values, a.k.a. "keeping it personal," and the need to think globally. Outdoor learning centers run by trained staff and volunteers include a district swimming pool. The boundaries of the learning community have expanded to include remote courses for our students and teacher resource rooms with extensive libraries donated by staff and community members. The research-based teaching that occurs within school walls is shared openly with the community. Year round school will be implemented when the community wishes to do so.

TECHNOLOGY

As new staff has been hired in the district, people with technological expertise have been added in each building. This is helpful since technology experts are difficult for a school district to find--and more difficult for a district to hire. With audio-visual computer connections in each classroom, students and teachers can use power point, hyper studio, digital photography and successor programs to present detailed, informative material to classes. Each student and each teacher has his/her own computer so fewer books and less paper are used as students "mail" assignments to the instructor's computer. Those computers are also easily portable so learning and professional activities are not limited to the school building. The WEB is a source of courses for some students and teachers. It is used with video e-mail as a tool to quickly move communication between home and school and provide appropriate virtual field trips. Networking allows classes to be shared from building to building within the district. Technology is a tool used in the curriculum of each class. With staff turnover, the technology gap has lessened; more staff has been trained to use the machines available to the schools; more training is scheduled each time an advance occurs with newly purchased technology.

APPENDIX B:
Superintendent's Advisory Committee

Superintendent's Advisory Committee

Committee Members
1999-00

Name	Represents	Term
JaNan Less	High School	2nd year
Kathy Kilen	Jr. High School	1st year
Ray Wolf	Neil Armstrong	3rd year
Paul Meyer	John Glenn	3rd year
Ann Suiter	Virgil Grissom	3rd year
June Weiss	Alan Shepard	1st year
Linda Mixdorf	Ed White	2nd year
Angela Simmons	Chapter I/At-Risk	3rd year
Del Preston	Clergy	2nd year
Paul Shimp	Community Education	13th year
Lori Hawley	Drug Free Schools	1st year
Carolyn Scheibe	Music Boosters	1st year
Bob Henzen	Vo Ag	-----
Bob Braden	Athletic Boosters	3rd year
Scott/Lori Rochau	TAG	2nd year
Ned Mohr	Senior Citizen	1st year
Steve Grolmus	Business Person	1st year
Angie Blavat	Community Member	3rd year
Ashley Haugland	Student	3rd year
John Hawley	Teacher	-----

APPENDIX C:
School Improvement Advisory Committee/ Strategic Planning

North Scott School Improvement Advisory Committee
2000 Strategic Planning Committee
Members

Name	Representing	Community	Term Ends
Bleymeyer, Phyllis	Community	Princeton	2002
Borland, Cindy	Teacher	Armstrong	2000
Braden, Mary Anne	School-to-Work	High School	2000
Buttjer, Brent	Teacher	High School	2001
Carlson, Betty	Teacher	Alan Shepard	2001
DeLuca, Pascal	Superintendent	North Scott	*
Flenker, Corrine	Community	McCausland	2001
Freilinger, Pat	Community	Eldridge	2001
Green, Gene	Community	Eldridge	2001
Hill, Jack	Board Member	North Scott	2000
Holdorf, Linda	Secretary	John Glenn	2002
Johnson, Karen	Teacher Aide	Ed White	2002
Kelly, Virginia	Board Member	North Scott	2001
Kessinger, Bill	Teacher	High School	2002
Klink, Rev. Charles	Community	Eldridge	2001
Knapper, Walt	Bus Driver	North Scott	2001
Lewis, Melva	Teacher	Junior High	2000
Liske, Christie	Community	Donahue	2002
Miller, Bea	Teacher	Grissom	2002
Newmeister, Shea	Student	High School	2001
Pacha, Rita	Community	Eldridge	2001
Pearson, Rev. Scott	Community	Park View	2000
Pfaff, Jim	Principal	Virgil Grissom	2001
Schwarz, Sue	Community	Eldridge	2000
VanDeWalle, Cindy	Curriculum Dir.	North Scott	*
Viner, Chris	Community	Park View	2000
Waetke, Julie	Community	Long Grove	2000
Weiman, Amy	Teacher	Ed White	2002
Wolf, Ray	Community	Park View	2002

* These positions always serve on the committee.

The year indicates when that person will be rotated off the committee. The term "community" means that this person is a member of the business community, a senior citizen, a parent of a school age child or a resident of the district. In many cases, they represent more than one category. It should be noted that many of the employees of the district also are residents of the community and/or parents.

APPENDIX D:
Technology Plan - Goals, Vision, Budget

TECHNOLOGY USE PLAN

NORTH SCOTT COMMUNITY SCHOOLS

May 1999

Dr. Pascal V. DeLuca, Superintendent

Developed by the North Scott Educational Technology Committee

I. Identifying the Intended Results of Learning and Technology

A. Common Direction

The Mission of the North Scott Community School District, a unique blend of rural and metropolitan opportunities, is to produce graduates with the capacity to be successful in a changing world, by incorporating abundant resources and offering a broad-based curriculum in a respectful, safe environment.

Listed below are the 280.12/280.18 Annual Student Achievement Goals established by the North Scott Community Schools.

1. All students will demonstrate one year of growth in the ITBS/ITED math content area test.
2. All students will demonstrate one year of growth in the ITBS/ITED reading content area test.
3. All students will meet the district technology standards by grade level benchmarks as defined by the district determined criteria.

B. Purpose

The North Scott School District believes that technology is an essential tool in the process of delivering the educational content required by the communities served. Adoption of the technology use plan will impact in significant ways the district's belief system, resource system, learning environment and the student experience.

The global classroom is already a reality in some schools. In this environment, students of all ages are able to readily communicate with persons from all over the globe. Students and teachers have the power to access and share data, text, pictures and sound with others from many differing cultures. Learning is increasingly occurring anyplace, anytime, anywhere, by anyone.

To achieve significant progress toward tomorrow's schools, a systemic approach must be used to integrate and simultaneously address three concepts: active learning, schools as learning communities and integrated technology.

If technology is to have a substantial and lasting impact, it must be used in ways that reflect an important new understanding of learning. This new view has been developed by educators and cognitive psychologists during the past two decades. It explains learning as the active construction of meaning and understanding by the learner rather than a passive assimilation of information. It emphasizes the importance of intrinsic curiosity, social interaction and the pursuit of complex projects and genuine problems in the learning environment.

In addition to new concepts of learning, new models of school organization have evolved in recent years. These seek to establish schools as learning communities. This model stresses the importance of

interaction among students, teachers, parents, and the community as they work dynamically together for the benefit of the entire community. New patterns of organizing people, more flexible space, and longer blocks of time will enable us to use technology to its fullest potential for student learning.

Information technology is an essential element in putting these new models of schools and learning into practice. It must be transparent to the user and integrated as a tool into a wide range of learning activities. It must be in the classroom where students and teachers have immediate access when it is needed.

New electronic devices will transform our learning and teaching practices far beyond those that have been commonplace for centuries. With them, schools will provide learning experiences that are active and stress teamwork, involve complex thinking skills, focus on solving real world problems, increase interaction with people from other parts of the world, and approach learning in an interdisciplinary manner. (Sibley and Kimball, p. 53-54)

There are a number of planning concepts that should be addressed as decisions are made regarding future technology. McKenzie identifies the following as key technology planning concepts:

1. Connectivity - to maximize connections between individual students and other people throughout the world.
2. Community - to strengthen collaborative problem solving rather than promoting isolation.
3. Coherence - the development of programs which support each other and connect curriculum areas.
4. Balance - distribute technology resources so no field or department is allowed to dominate.
5. Integration - technology supports the district mission seeking connections across all disciplines.
6. Expressiveness - emphasize technologies which extend and enhance the expressiveness and creativity of students.
7. Access - create systems which maximize student, staff and community access twenty-four hours each day, if possible.
8. Equity - an opportunity should be made to ensure all students receive their fair share of the resources.
9. Flexibility - with the rapid change of technology flexibility should be built into any planning and installation.
10. Value - avoid purchasing and/or using costly technologies when a more efficient, less expensive alternative is available. In addition scheduling should maximize technology utilization.

We intend to structure our planning process to incorporate these key concepts into our technology use plan.

C. Organizational Structure of Planning Groups

District and Community Support
- School Board
  - North Scott Board of Directors

District Administration
- Dr. Pascal V. DeLuca, Superintendent
- Joe Hintze, Director of Business Affairs
- Dean Bassett, Director of Operations
- Nick Hobbs, Senior High Principal
- David Griffin, Junior High Principal
- Dennis Albertson, Elementary Principal
- Barry Lahann, Elementary Principal
- John Langenhan, Elementary Principal
- Jim Pfaff, Elementary Principal
- Joe Ragona, Elementary Principal

District Coordinators
- Robert Rhinehart, District Technology Teacher
- Cindy VanDeWalle, District Curriculum Facilitator
- Janet Merrick, Computer Technician
- Marcia Hartman, High School Technology Manager

Community
- Superintendent's Advisory Committee
- Superintendent's Communication Committee

District Technology Committee Membership

The purpose of the district committee is to provide district-wide goals, budget guidance, and staff development leadership. This committee is made up of representatives of each building. In addition to this committee other subcommittees of this district educational technology committee may be formed for topics such as technology plan steering, networking, district-wide software purchases, etc.

Members of the district committee include:

- David Griffin, Junior High Principal, Co-Chairperson, Parent
- Jim Pfaff, Elementary Principal, Co-Chairperson, Parent
- Robert Rhinehart, District Technology Teacher, Co-Chairperson
- Mia Beesley
- Ron Brown, Senior High Teacher
- Bill Carlson, Elementary Teacher
- Quentin Coffman, Senior High Media Specialist, Parent
- Julie Derouin, Elementary Media Specialist
- Christi Fulwider, Elementary Media Specialist
- Marcia Hartman, High School Technology Manager

District Technology Committee (Continued)

Nick Hobbs, High School Principal
Joyce Holland, Elementary Media Specialist
Vernita Jefford, Elementary Teacher
Jerry Lensing, Elementary Teacher
Paula Loftsgard, Junior High Media Specialist, Parent
Erin Manwaring, Junior High Teacher
Janet Merrick, Computer Technician
Lyman Miller, Elementary Teacher, Parent
Aaron Schmidt, Elementary Teacher
Dale Tuftee, Elementary Teacher
Cindy VanDeWalle, District Curriculum Facilitator
Jane Varcho, Elementary Media Specialist, Parent

Building Level Educational Technology Committees

Each attendance center has a building level educational technology committee. These building committees provide site-based decisions on building technology issues. Listed below are the building committees for each site.

Neil Armstrong Elementary:
Dennis Albertson, Principal
Lyman Miller, Teacher
Jane Varcho, Media Specialist

John Glenn Elementary:
Bill Carlson, Teacher
Christi Fulwider, Media Specialist
Joe Ragona, Principal

Virgil Grissom Elementary:
Chris Baldwin, Teacher
Sandy Cahoy, Teacher
Julie Derouin, Media Specialist
Jim Pfaff, Principal
Kathy Stevens, Teacher
Dale Tuftee, Teacher

Alan Shepard Elementary:
Mia Beesley, Media Specialist
Vernita Jefford, Teacher
Barry Lahann, Principal
Aaron Schmidt, Teacher

Edward White Elementary:
Joyce Holland, Media Specialist
John Langenhan, Principal
Jerry Lensing, Teacher

North Scott Junior High:
Mary Blong, Teacher
Gary Fears, Teacher
David Griffin, Principal
Bruce Hoover, Teacher
Melva Lewis, Teacher
Paula Loftsgard, Media Specialist
Erin Manwaring, Teacher
Pat Schrad, Teacher
Deb Ulrich, Teacher
Tim Wood, Guidance Counselor

North Scott Senior High:
Paul Beatty, Teacher
Ron Brown, Teacher
Quentin Coffman, Media Specialist
Lisa Downs, Teacher
Carmene Granger, Teacher
Marcia Hartman, Teacher
Carrie Lane, Teacher
Brad Merrick, Teacher
Jeff Newmeister, Teacher
Bernie Peeters, Teacher
Harvey Perrine, Teacher
Nancy Shileny, Teacher

II. Implementation Priorities and Strategies

A. Implementation Tasks, Strategies and Responsibilities

Goal: To focus the role of the technology committee to support curriculum development, support classroom instruction and provide district inservice.

Task 1. To provide a means to have a current technology vision in place. (See Appendix A: "A Vision for Educational Technology Use With the Students of the North Scott Community Schools 1998-2003")

Strategy: The Educational Technology Committee will annually review the vision and prepare a report to the Curriculum Cabinet.
Responsibility: Ed Tech Committee
Timeline: April, annually

Task 2. To assist with the infusion of the appropriate technology into all curricular areas in a manner that supports the curriculum.

Strategy A: To have Educational Technology Committee members serve on each district curriculum committee.
Responsibility: Ed Tech Committee
Timeline: Fall 1997, ongoing

Strategy B: Encourage the incorporation of electronic learning opportunities beyond the confines of the school into the classroom curriculum.
Responsibility: Ed Tech Committee, Staff Development Committee, Curriculum Committees, Administration
Timeline: Spring 1997, ongoing

Task 3. To provide computer technology necessary to support and deliver the curriculum.

Strategy A: Provide labs/mini-labs at every site.
Responsibility: Building Educational Technology Committees
Timeline: Present, ongoing to 2000

Strategy B: Continue to provide each staff member with the appropriate professional computing tools.
Responsibility: Ed Tech Committee and Administration
Timeline: Present, ongoing to 2000

Strategy C: Develop district-wide computer standards that define the quality of computer technology used.
Responsibility: District Ed Tech Committee
Timeline: Spring 2000

Task 4. To provide technical support and maintenance to school personnel.

Strategy: Develop and implement a plan to provide on-site, timely computer technical support.
Responsibility: Ed Tech Committee
Timeline: Fall 1999-Fall 2000

Task 5. To provide Internet access and telecommunications capability for all students and staff.

Strategy: Monitor and upgrade our LAN, WAN, and ICN networks.
Responsibility: Technology Coordinator, District Ed Tech Committee, Administration
Timeline: Ongoing

B. Student Learning and Improvement

Technology will be used to improve student achievement and to prepare students for the 21st century by implementing the following:

1. Technology tools will be put into the hands of students with appropriate training.

2. The district will provide for an equitable distribution of quality hardware and software so that all students have equal opportunity for access, use and training.

3. The educational environment will include access to learning opportunities beyond the school through the use of telecommunications.

4. Students will have access to the resources, materials and tools that best fit their needs and learning styles.

5. Students will be provided learning environments in which children are able to be successful both as individuals and as members of a group. (Sibley and Kimball, p. 50)

6. As we break down walls to information resources, students need to learn new basics such as accessing, processing, managing, and communicating information. (Gerry Smith, p. 10)

7. Students will learn skills to make sense of large amounts of information through synthesis, analysis and evaluation of material so that it may be communicated precisely and clearly to the intended audience. (Gerry Smith, p. 10)

C. Teacher Training and Professional Development

It is a goal of the North Scott Schools to ensure that the administrative and instructional personnel are well trained and knowledgeable in the use of technology. The task that challenges us to reach this goal is to put technology tools in the hands of teachers and administrators with appropriate training. Several steps will be taken to accomplish this goal. The District Educational Technology Committee will work collaboratively with the District Staff Development Committee to include technology in the yearly staff development plan and the three year staff development plan included in the School Improvement Plan. In addition, this committee will work cooperatively with building technology committees in the development of site-specific technology inservice. This will provide professional development for individual building needs as they are determined by each building's staff. The district computer coordinator will also survey the staff to determine the staff development needs.

To provide financial support for staff development the yearly technology budget, building site plans and the district general budget allocate funds for staff development. In addition, monies are budgeted for speakers, conferences, etc.

All of the above steps should enable the district to plan, develop, and implement a teacher training and professional development program that is responsive to the needs of the district.

As this technology plan develops and is implemented, staff and students will find themselves passing through various stages of mastery. Listed below are the stages of mastery of technology as defined by Jamie McKenzie.

1. Survival Stage

   Struggle against technology
   Assailed by problems
   Status quo in classroom
   Cannot anticipate problem
   Teacher-directed
   Unrealistic expectations
   Management problems
   Chaos

2. Mastery Stage

   Developing coping strategies
   Increased tolerance
   New forms of interactions
   Increased technical competence
   Increased experience and confidence with new classroom structure
   More engagement

3. Impact Stage

   New working relationships and structure
   Learner centered
   Teachers as facilitators of learning
   Less threatened by technology
   Technology enhanced curriculum coverage

4. Innovation Stage

   Restructuring of curriculum and learning activities
   Creation of new learning environments

As our Vision is realized over a number of years, our expectation is that the majority of staff and students will reach the innovation stage.

Teachers must be provided with adequate time to become professionally competent with computers as educational tools. The best

usage of computers with students can only be realized with computer competent educators. All teachers should be provided with opportunities to learn to use word processing, information retrieval via the Internet and to communicate electronically on a local and global scope. Once teachers become comfortable with these tools they can begin to design activities for their students to utilize computer assisted instruction as part of their normal lesson development. In order to accomplish this recommendation, an on-going staff development program will be implemented through the following steps: a) creation of a cadre of trainers, b) the use of large and small group presentations emphasizing technology awareness, c) hands-on training and exploration sessions d) curriculum infusion strategies training e) support groups f) new teacher inservice and training.

It is important that as teachers become familiar with a variety of computer applications they must also be trained in the evaluation of software and materials accessed through the vast network of the Internet. Information and programs need to be evaluated in terms of their curricular application and the appropriateness for the level of students.

D. Student and Family Involvement and Support

The following are strategies to seek the involvement of students and families in technology planning and implementation.

Strategy A: Increase student involvement in building level technology committees.
Responsibility: Building Ed Tech Committees, Administration
Timeline: Spring 2000

Strategy B: Survey district families to determine the technology they have available for their use and to measure their use of technology.
Responsibility: District Ed Tech Committee
Timeline: Spring 2000

E. Business and Community Involvement and Support

Listed below are strategies we will use to seek out business and community involvement in technology planning and implementation to develop ownership in the change efforts.

Strategy A: Provide representation from the District Ed Tech Committee on such community related committees as School-to-Work, etc.
Responsibility: District Ed Tech Committee
Timeline: Accomplished

Strategy B: Continue to seek funding to support technology from sources such as Riverboat Grants.
Responsibility: District Personnel
Timeline: Accomplished and ongoing

F. Involvement of Other Educational Resources

The following strategies have been identified to involve the AEA, community colleges, and other colleges, universities and related resources in technology planning, implementation and evaluation.

Strategy A: Continue involvement in AEA 9 Regional Technology Committee.
Responsibility: District Technology Coordinator
Timeline: Ongoing

Strategy B: Participate in AEA sponsored workshops on technology planning, implementation, etc.
Responsibility: All staff and administration
Timeline: Ongoing

Strategy C: Continue to explore the technology implications (software applications, etc.) of community colleges and high school curriculum articulation agreements.
Responsibility: District Ed Tech Coordinator, Teaching Staff
Timeline: Ongoing

G. Iowa Technology Initiatives

Plans are being developed to expand the usage of the North Scott ICN room which is located at the High School. The room was opened for use in December of 1996. Inservices have been provided to staff on its use and to provide them with an awareness of its availability.

North Scott also plans to continue to develop our Technology Use Plan to received the funding available through the Iowa Technology Initiative.

III. Evaluation/Assessment Cycle

A. Student Assessment

Students will have the ability to:

1. Use input/output devices (e.g., keyboard, mouse, scanner, voice recognition, engine analyzer).

2. Input new data into a database (e.g., word processing, spreadsheets).

3. Interpret data output for the purpose of making decisions, recommendations and planning.

4. Communicate ideas, thoughts and feelings in a variety of forms (e.g., word processing, desktop publishing, data base, etc.).

5. Utilize telecommunications for the purpose of e-mail, information management, conferencing, distance learning and on-line/off-line searches in a single user or networked environment.

6. Adjust and customize for personal use (creating directories, loading software, backup hard drive, connect peripherals as well as general maintenance of hardware).

7. Design, model and develop prototypes that represent solutions and products.

8. Use technology for production, repair or maintenance functions.

9. Use information technology in a responsible manner. (Sibley and Kimball, p. 54)

10. All students will meet the district technology standards by grade level benchmarks as defined by the district determined criteria.

Technology standards and benchmarks will be established by the District Educational Technology Committee. Assessments will be identified or written to evaluate student performance. The District Educational Technology Committee will develop standards, benchmarks, and assessments during the 1999-2001 school years.

B. Plan Evaluation

The following steps will be used to determine if the Technology Use Plan is working for our district.

1. Analyze timelines to check for timely completion of tasks as outlined in the plan.

2. Evaluation of the completion of tasks as outlined in the plan with a prescribed completion percentage.

3. Building Education Technology Committees will analyze expenditures to determine if the budget expenditures match the building vision/goals/plan.

4. The District Educational Technology Committee will analyze budget expenditures to determine if the district's vision is met.

C. Reports and Audiences

Reports of the district's Technology Use Plan will be made to the following audiences:

North Scott Board of Directors
North Scott Curriculum Cabinet
Superintendent's Advisory Committee (280.12/280.18)
Building Technology Committees
Community Groups

Reports of the district's 280.12/280.18 results are reported to the following audiences:

North Scott Board of Directors
North Scott Curriculum Cabinet
Superintendent's Advisory Committee (280.12/280.18)
Curriculum Committees
PTAs or other parent audiences.

In addition to oral presentations of the report technological presentations such as *Power Point* may be used.

IV. Other District Technology Issues

A. Gifts/Disposals

See Appendix B for the school district board policies for gifts and the disposal of old equipment.

B. Internet Acceptable Use Policy

See Appendix C for the school district board policy for Internet acceptable use.

C. Software Agreements

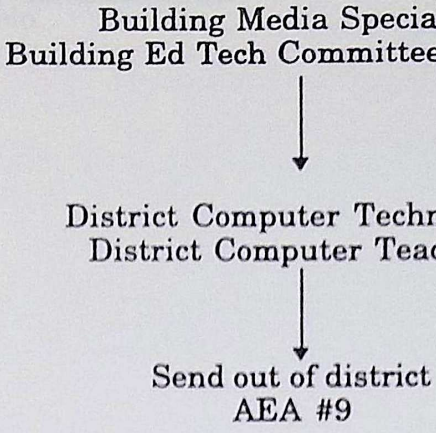
At the district level a decision has been made to have a license agreement for a common integrated software program (Microsoft Works), an e-mail program (Eudora and QuickMail), an Internet browser (Netscape), presentation software (Mpower) and a paint/draw program (Color It!) available for all staff, teachers, and administrators K-12.

A building technology committee structure (described earlier) allows individual buildings to choose software for identified building needs.

D. Maintenance

The district employs a computer technician to provide technical support, updating of software and maintenance duties for district staff. See Appendix D for the computer teacher and technician job descriptions.

A flow chart for maintenance and repairs has been developed.



Our educational technology budget provides for the on-going replacement of equipment. Building sites are able to individually determine how the new equipment will be integrated into the existing technology structure.

E. Model Classroom

The model classroom with minimum configuration should include:

- WAN/LAN Internet access
- Sufficient electrical outlets (1-2 on every wall)
- Television monitor
- Telephone access
- 1 computer per 5 students in each classroom
- Software to allow for desktop publishing, research, communication
- Access to video projector

The technology committee will develop a plan to establish a "model classroom" in the additions being added to each elementary building.

F. Educational Research

Before any major district monetary decisions are made, research will be conducted to determine the most effective practices (ex. labs vs. classroom computers)

G. Hardware Standards

Listed below are the minimum configuration requirements for new purchases.

Mac Teacher Desktop/Word Processing
25 MHz----608030 chip
20 meg ram
80 meg HD
Ethernet

Mac Multi-Media
200 MHz 603E chip
32 meg RAM
1.0 gig HD
12 X CD ROM Drive
15" Monitor
16 bit stereo
System 7.6.1
Ethernet

PC Word Processing
16 color video
8 meg
80486
33 MHz
Ethernet

PC Multi-Media
256 color video
Pentium Processor
80586
166 MHz
Sound Card
Ethernet

Office
PowerMac with 32 meg or
300 MHz/Pentium II IBM compatible with 32 meg
CD ROM Capability

For purchasing standards for 1999-2000 these are our minimum standards.

Macintosh
333 MHz G3 chip
32 Meg of RAM
3 GIG HD
CD ROM
Ethernet

PC
350 MHz Pentium III or K6-chip
32 Meg of RAM
3 GIG HD
CD ROM
Ethernet

H. Equipment

See Appendix E for technology inventory list.

V. Plan Revision

It has been an annual procedure for the district to review the technology plan and make revisions as needed due to district needs, staff development, and student learning goals.

References:

Sibley, Peter and Marshall, Chip. "The Technology Use Plan Primer". 1997.
Smith, Gerry. "Vision to Reality". Revised, January 1997.

LIST OF APPENDICES

Appendix A: A Vision for Educational Technology Use with the Students of the North Scott Community Schools 1999-2004

Appendix B: Gifts/Disposal of Old Equipment Board Policies

Appendix C: Internet Acceptable Use Policy

Appendix D: District Technology Job Descriptions

Appendix E: District Technology Inventory List

APPENDIX A:

A Vision for Educational Technology Use With the Students of the North Scott Community Schools

1999 - 2004

North Scott School District

Technology Vision

2000-2001

TABLE OF CONTENTS

SECTION I:	District Technology Current Status
SECTION II:	Staffing
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SECTION IV:	Implementation and Expenses
SECTION V:	2000-01 Proposed Budget

SECTION I: DISTRICT TECHNOLOGY CURRENT STATUS

Each district building has a local area network and within each building all classrooms are connected to the network. Each building is connected together forming a wide area network (WAN). The Scott County Technology Collaborative extends the network to all schools in Scott County with the AEA as the backbone. Through this structure all classrooms in the North Scott district are directly connected to the Internet and AEA services. We now have the ability to communicate district wide, county-wide and world-wide.

We have provided each staff member with access to a computer and accompanying software. Computers continue to be used for a variety of purposes including supporting the curriculum, word processing, desktop publishing, keyboarding, e-mail and research. While much of the older technology (Apple II computers) is still being used, its functionality in achieving our educational goals is becoming less and less effective. An inservice program has been provided on three levels for staff development.

We also have an ICN room in place and equipped at the High School. The room became operational in the winter of 1996. This provides interactive video and sound. This will eventually provide a connection to every school in the state.

Channel 1, a commercial daily news program, is used in both the junior and senior high schools. The district has one video projector for district use. A district home page has been established with links to individual building home pages. During the 1997-98 school year *Mac School* has been piloted at the junior high school and Virgil Grissom Elementary.

Grant monies for a variety of technology projects have been received over the past five years. A large grant was received in 1997-98 allowing labs to be extablished in each building.

Federal funds were applied for through the E-Rate program. The district received $20,000 through this application in 1998-99. They will get around $23,000 in 1999/2000. Part of this fund will be technology money.

SECTION II: STAFFING

Technology can result in productivity gains by increasing individualization, improving instructional methodologies, expediting record-keeping, and other classroom management functions. Initially, however, learning how to use technology puts an additional burden on an already fully extended staff. It takes time, training, access and lots of support and encouragement to become competent and knowledgeable about the use of technology.

For students to be competitive in the market place and better use existing and future technologies, the leadership in technology services in the North Scott Community Schools needs to be augmented by professionals with expertise in technology. The lists

that follow include an outline of the current status of technical personnel at each school and the technical personnel goals after a five-year period. An elaboration of selected positions follows the lists in order to provide explanation.

ELEMENTARY SCHOOLS

CURRENT STATUS

Elementary and Junior High Principals as Co-Coordinators for the district.
Full-time computer/technology teacher for the district
Labs supervised by a variety of personnel (library aides, media specialists, classroom teachers, and parent volunteers)
Full-time computer/technology technician for the district

LONG TERM (2000-03)

Full-time computer/technology aide for each building (see #2 page 5)
Full-time media specialist (See #1 page 5)

JUNIOR HIGH SCHOOL

CURRENT STATUS

Elementary and Junior High Principals as Co-Coordinators for the district.
Full-time computer/technology teacher for the district
Two labs supervised by a variety of personnel (library aides, media specialists, classroom teachers, and parent volunteers)
Full-time computer/technology technician for the district

LONG TERM (2000-03)

Full-time computer/technology aide for each building (see #2 page 5)
Two full-time media specialists (See #1 page 5)

SENIOR HIGH SCHOOL

CURRENT STATUS

Elementary and Junior High Principals as Co-Coordinators for the district.
Full-time computer/technology teacher for the district
Associate High School Principal as Digital System Manager
Four labs supervised by classroom teachers, and monitored visually by the media specialist and library aide
Media specialist serves as System Manager for Apple and IBM equipment
Full-time computer/technology technician for the district

LONG TERM (2000-03)

Two full-time computer/technology aides for each building (see #2 page 5)
Two full-time media specialists (See #1 page 5)

(1) The explosion of knowledge, information services, and resources, not to mention the complexities surrounding the retrieval of information, have made the media positions exceedingly important in our schools. Computers, by their nature, have also become a responsibility of media personnel. An expansion of the media position at each school with the specific assignment of a media technology specialist is needed.

(2) One of the great advantages of computer related instruction is the individual prescriptions that can be made by a teacher. The individualization can be the result of varying degrees of learning, varying rates of learning, make-up work due to absences, enrichment and remedial assignments and others. There are many times when it is advantageous for some students in a class to leave the teacher to work on a computer program. The teacher needs to be able to send students to a computer aide with a prescription much like a medical doctor sends a patient to the pharmacist. The aide is responsible to supervise the lab and assist the student in fulfilling the teacher's prescription as the pharmacist fills the medical doctor's prescription. This position will provide technical support for the building.

Staffing Budget

Long Term (2000-03)	8 Computer/Technology Aides @ $19,200 each	$153,600
	3 FTE Media Specialists @ $37,700	$113,100
	Staffing Budget Total	**$266,700**

SECTION III: EQUIPMENT

A. Current Status

In 1998 each school has a lab of 0-29 Apple computers. These computers, purchased in the 1980s, are being phased out instead of being repaired. This action is a result of the expense of repair and the lack of available software and parts for these machines. The district has approximately 180 Apple computers. Of this number 57 Apple IIs are not located in the labs.

Each building has IBM compatible computers for the library circulation systems. In addition to the automated circulation system each building has an automated card catalog available to students at a work station. The high school business department has a keyboarding/word processing lab of 24 IBM compatibles. The Industrial Technology department has 10 IBM compatibles for drafting, the math department/business department has a lab of 20 IBM compatible computers, and the new science addition has 42 IBM clones. The junior high added 28 IBM clones in the fall of 1999.

The seven buildings have 640 Macintosh computers, fourtteen MAC servers, and a web server. Central Office has 6 Macintoshes, 6 IBM compatibles and two servers. The transportation department has one Macintosh and two IBM clones while the print shop has two Macintoshes. 350 of the Macintosh computers have CD ROMs as part of their system. Since 1988 - 1997 we have been replacing Apple II computers with Macintosh computers. Within the district there are 50 dot matrix printers, 35 Laserwriter printers and 61 Inkjet printers in use. In 1996-97 the junior high and high school each added a seven bay CD Rom tower and software. The high school has three projects, there is a video projector at Alan Shepard, Neil Armstrong, Virgil Grissom , the district technology office and the board room.

B. Equipment and Other Miscellaneous Needs

District-wide

Replacement of 200 Apple II computers	100 x $1,700	$170,000
200 copies of *Microsoft Works*	200 x $20	4,000
220 copies of *Microsoft Office*	220 x $40	8,800
District curriculum software		100,000
Wiring		20,000
Student Information System		60,000
Additional memory for 50 computers	50 x $50	2,500
Proxy Servers	7 x $4,000	28,000
Switchable Hubs	20 x $800	16,000
District-wide equipment needs total		**$409,300**

Elementary Needs

Computerized Music Keyboard Programs	5 x $16,000	$80,000	
3 Macintosh Computers per classroom per building (includes special area teachers and special education teachers)	270 x $1,700	459,000	
Video Projector	10 x $4,000	40,000	
Digital Camera	5 x $500		2,500
Laser Printers	5 x $1,500	7,500	
Scanners	5 x $400	2,000	
Building Curriculum Software	5 x $20,000	100,000	
Elementary needs total		**$691,000**	

Junior High Needs

Industrial Technology Curriculum Revision		$50,000	
3 Macintosh Computers per classroom (includes special areas & special education)	108 x $1,700	$183,600	
Addition of Mac computers to complete Mac lab in media center	15 x $1,700	42,500	
Language Arts Dept. - Word processors w/Internet & carts	50 x $800	40,000 2,000	
Video Projector	3 x $4,000	12,000	
Scanner	1 x $500	500	
Laser Printers	2 x $1,500	3,000	
Digital Camera	1 x $700		700
Building Curriculum Software		33,500	
Music Builder Accompaniment Software		3,000	
Junior high needs total		**$370,800**	

High School Needs

3 Macintosh Computers per classroom (Includes special areas & special education)	180 x $1,700	$306,000	
General Purpose Lab (Research lab for social studies, language arts, etc.)	26 x $1,700	44,200	
Math Dept. - Computer Lab for programming	15 x $1,700		25,500
Graphing Calculators	30 x $85	2,550	
Building Curriculum Software		66,500	
Business Dept. - Computer Lab	30 x $2,000	60,000	
Art Dept. - Computers & software for computer graphics	8 x $6,250	50,000	
Music Dept. - Computer Lab for Music Theory	10 x $2,500	25,000	
Digital Camera	4 x $500		2,000
Industrial Technology Dept. - Computer Lab and software for Auto Cad		50,000	
Video Projector	6 x $4,000	24,000	
Guidance - Career Software		5,000	
Science Dept. - 6 rooms with 10 computers each		187,500	
Home Ec. Dept. - Computerized sewing machines	10 x $4,000	40,000	
Language Arts Dept. - Video publishing equipment and training		25,000	
Publications - Replacement of old hardware/software			14,000
Foreign Language - 15 station language lab		50,000	
Scanners	6 x $400	2,400	
Laser Printers	4 x $1,500	6,000	
High School needs total		**$985,650**	

Central Administration Needs

Central Office			
Upgrading of computers			$18,000
Scanner			2,000
Laser Printer Update			5,000
Print Shop			
New Print Shop Technology			
- MasterMaker with Computer	Interface		20,100
- Collator			15,100
- Multifolder			6,200
- Booklet Maker			6,750
Computer Update for Desktop Publication			3,000
Transportation			
Update Bus Routing Computer System			7,000
Food Service			
Update Computer			2,500
Prep Kitchens Computer Update			3,000
Point of Sale Software/Hardware (including digital camera for student photo ID with an individual barcode)			51,310
Central Administration needs total		**$139,960**	

Additional Yearly District Expenses

Repair/replacement budget (per year)		10,000
Supplies (ex. - printer cartridges) (per year)		5,000
Staff Development (per year)		40,000
Phone costs for networking		15,000
Support fees/software maintenance fees		5,000
Additional yearly district expenses total	**$75,000**	

VISION EQUIPMENT AND MISCELLANEOUS NEEDS TOTAL

District-wide Total		**$409,300**
Elementary Total		**$691,000**
Junior High Total		**$370,800**
High School Total		**$985,650**
Central Administration Total		**$139,960**
Additional District Expenses	$ 75,000 x 3 years	**$225,000**
	TOTAL	**$2,821,710**

SECTION IV: IMPLEMENTATION AND EXPENSES

Plans for the implementation of this vision will be reviewed annually to reflect changing resources available in terms of funding, staffing, district goals and the strategic plan.

TOTAL VISION EXPENSES (2000-03)

Staffing	**$ 266,700**
Equipment and Other Miscellaneous Needs	**$2,821,710**
Total	**$3,088,410**

SECTION V: **2000-2001 PROPOSED BUDGET (5/11/2000)**

EXPENSES

District Computer Coordinator Salary and fringe benefits	$58,590
Computer Technician Salary and fringe benefits	$17,873
Equipment	$6,500
Supplies	$3,500
Travel/Registration	$2,237
Total	**$88,700**

District Phone Charges/T1	$15,000
Router Maintenance	$5,000
SIS	$4,500
Network Maintenance	$4,625
New Switches(Replacing old hubs)	$15,000
Powerbook for Curriculum Director	$3,000
Training/Professional Development	$10,000
Total	**$57,125**

Total Money Allocated for Buildings

High School	$39,294.81
Junior High	$20,107.74
Neil Armstrong	$12,366.31
John Glenn	$11,563.17
Virgil Grissom	$11,288.93
Alan Shepard	$11,974.53
Edward White	$13,404.51
Total	**$120,000**

Total Expenses	**$265,825**

Revenue

State Technology Fund	$178,825
Instructional Support Fund	$87,000
Total Revenue	**$265,825**

VISION

Techniques for Integrating Technology

2000-2003

LANGUAGE ARTS/READING

- TECHNIQUES THAT ALLOW FOR ADAPTATION OF DIFFERENT READING LEVELS
- HYPER-LINKED STORIES
- MULTI-SENSORY POSSIBILITIES FOR DEVELOPMENT OF LAYERS OF MEANING
- ADDRESS VARIETY OF LEARNING STYLES
- INCORPORATION OF GRAMMAR CHECKS/STYLE CHECKS
- RETEACHING TO DIFFERENT LEVELS/GROUPS OF STUDENTS
- ELECTRONIC BOOKS THAT ALLOW ADAPTATION OF VOCABULARY TO APPROPRIATE LEVELS
- TOOLS TO ORGANIZE, PLAN AND COLLECT INFORMATION
- COLLABORATIVE WRITING
- ABILITY TO ADD MULTI-MEDIA TO COMMUNICATION
-SPEECH RECOGNITION SOFTWARE
-READING PLUS

MATH

- CALCULATORS HELP PROVIDE SUCCESS WITH "FOUNDATION" SKILLS
- PROMOTES HIGHER LEVEL THINKING SKILLS
- COMPUTERS AND GRAPHING CALCULATORS ALLOW FASTER/MORE EFFICIENT "VISUALIZATION" OF DATA
- ASSISTS WITH DEVELOPMENT OF PROBLEM-SOLVING AND DATA COLLECTION
- SIMULATIONS- CLARIFY; PROVIDE IN-DEPTH SKILLS
- CAN PROVIDE MORE REAL-WORLD APPLICATION
- CAN BECOME CONTEXTUAL LEARNING THROUGH APPLICATION
- SKILL AND GUIDED PRACTICE
- EVALUATION OF STUDENTS' LEVEL OF PERFORMANCE
- OPPORTUNITY FOR IMMEDIATE FEEDBACK
- ORGANIZATION OF DATA
-VIRTUAL FIELD TRIPS

SCIENCE

- PROCESS KNOWLEDGE AND INFORMATION
- SHARE DATA WITH OTHERS- COMMUNITY, STATE, GLOBAL
- DATA CAN BE COMPARED WITH A WIDER VARIETY OF VARIABLES
- SIMULATION/PRACTICE BEFORE USING "REAL" OBJECT
- REFERENCE CD ROMS
- ON-LINE EXPERTS
- VIRTUAL FIELD TRIPS
- USE OF PROGRAMS TO SHARE STUDENT PROJECTS (e.g. HYPERSTUDIO)
- TESTING APPARATUS FOR USE WITH SIMULATIONS, ETC.
- WEATHER, REAL-WORLD DATA COLLECTION

SOCIAL STUDIES

- ROLE PLAY; SIMULATION
- GRAPHING
- DATABASES
- REAL TIME GLOBAL EXPERIENCES
- UP-TO-DATE MAPS
- RESEARCH
- ELECTRONIC REFERENCE SKILLS
- CONDUCIVE CONTENT AREA FOR CURRICULUM INTEGRATION/CROSS CURRICULAR
- VARIETY OF INFORMATION AVAILABLE FOR DIFFERENT VIEWPOINTS
- VARIETY OF INFO AVAILABLE ENCOURAGES H.O.T. SKILLS AND EVALUATION

LIFE SKILLS

- INTERNET SEARCHES FOR SPECIFIC CONTENT
- E-MAIL
- WORD PROCESSING, DATABASE, SPREADSHEET
- CAPABLE INFORMATION TECHNOLOGY USERS
- INFORMATION SEEKERS, ANALYZERS, AND EVALUATORS
- PROBLEM SOLVERS AND DECISION MAKERS
- CREATIVE AND EFFECTIVE USERS OF PORDUCTIVITY TOOLS
- COMMUNICATORS, COLLABORATORS, PUBLISHERS, AND PRODUCERS
- INFORMED, RESPONSIBLE, AND CONTRIBUTING CITIZENS
- PLANNING AND ORGANIZING
- COMPETENCY WITH CURRENT AND DEVELOPING TECHNOLOGIES (EX: CALCULATORS)
- ON-LINE COMMERCE (SECURITY; JUDGMENT IN USE)
- FLEXIBILITY/ADAPTABILITY TO CHANGE
- ETHICS(COPYRIGHT-PAPERS, MUSIC, IMPACT ON OTHERS, UPHOLD LAWS, MORES)
- EVALUATION OF APPROPRIATENESS OF INFORMATION
- AWARENESS OF DRAWBACKS/WEAKNESSES OF TECHNOLOGY

SPECIAL AREAS

- SOFTWARE FOR COMPOSING MUSIC, NOTE RECOGNITION
- RESEARCH DIFFERENT ASPECTS OF SPECIALIZED CURRICULUM
- GRAPHIC SOFTWARE FOR ART
- WEBMASTER
- PHYSICAL EDUCATION-NUTRITION, PERSONAL INTERESTS, TRACKING SPORTS
- INDUSTRIAL TECH-TECHTRONICS, AUTO MECHANICS, DRAFTING
- VIRTUAL FIELD TRIPS- MUSEUMS
- FAMILY CONSUMER SCIENCE- EQUIPMENT (SEWING MACHINES, PROGRAMABLE BABIES, ETC.)
- ADAPTIVE TECHNOLOGIES
- SIMULATION AND PRACTICE IN SPECIFIC CONTENT AREAS INCLUDING BUSINESS, FOREIGN LANGUAGE, FAMILY CONSUMER SCIENCE.
- VIDEOGRAPHY
- MUSIC-PROGRAMMABLE INSTRUMENTS
- DIGITAL RECORDING
- FITNESS TECHNOLOGY

CROSS-CURRICULAR

- PRESENTATIONS, POWER POINT, M-POWER, PROJECTS
- SPEECH RECOGNITION SOFTWARE
- LESSON PLANS AVAILABLE ON WWW
- CAPABLE INFORMATION TECHNOLOGY USERS
- INFORMATION SEEKERS, ANALYZERS, AND EVALUATORS
- PROBLEM SOLVERS AND DECISION MAKERS
- CREATIVE AND EFFECTIVE USERS OF PORDUCTIVITY TOOLS
- COMMUNICATORS, COLLABORATORS, PUBLISHERS, AND PRODUCERS
- INFORMED, RESPONSIBLE, AND CONTRIBUTING CITIZENS
- K-12 TECHNOLOGY COMPETENCIES (WORD PROCESSING, DB, AND SS, PRESENTATION, MULTIMEDIA, ORGANIZATIONAL TOOLS)
- STUDENT PORTFOLIOS
- STUDENTS HAVE ACCESS CAPABILITIES FROM HOME/OFF-SITE
- RUBRICATOR

ROADBLOCKS TO INFUSION

- TIME
- MONEY
  ..EQUIPMENT...UPGRADE...TRAINING...REPAIRS...PAPER
- TRAINING
- ACCESS TO LABS
- CURRICULUM PLANNING- HOW TO
- COMFORT LEVEL OF TEACHERS
- NEW HIRES IN-SERVICING
- STAFF TURNOVER
- ILLUSION THAT TECHNOLOGY IS ALWAYS BETTER
- STAFF RESISTANCE
- HOW TO HANDLE ACCOUNTABILITY OF TEACHERS
- NEED FOR SCOPE AND SEQUENCE, BENCHMARKS OF TECHNOLOGY SKILLS
- PLANNED ABANDONMENT, PERMISSION TO ABANDON
- PHYSICAL FACILITIES-OUTLETS, ROOM SPACE
- NEED STUDENT E-MAIL ACCOUNTS
- INDIVIDUAL TEACHER'S VISION OF WHAT THEY CAN DO
- LACK OF INTERNET FILTER SYSTEM
- PERSONNEL FOR SUPERVISION OF LABS
- STUDENT ACCESS TO SERVER FOR PROJECTS/FILES
- STAYING CURRENT-TRAINING, ETC.
- TRAINED TECHNICIANS
- HOW TO EVALUATE EFFECTIVENESS OF TECHNOLOGY
- IS IT A PRIORITY TO INTEGRATE TECHNOLOGY ?
- LABS MAY BE ROADBLOCKS
- CHANGE IS HARD
- WE THINK WHOLE CLASS PARTICIPATION
- CLASSROOM SUPPORT- PHYSICAL PERSON TO ASSIST CLASSROOM TEACHER
- LABS PROMOTE WHOLE GROUP INSTRUCTION VS. FLEXIBLE SMALL GROUPS
- TEACHERS HEED LISTS OF RESOURCES AVAILABLE (EX WEB SITES)

APPENDIX E:
Sample Building School Improvement Plans

North Scott Community School District

Virgil Grissom Elementary School

1999/00

SUMMARY

The Virgil Grissom Cadre has chosen two goals to implement this year. Our first goal is to continue to establish PeaceBuilders in our building. This is a program that creates a positive climate where there is steady peer pressure for children to behave in prosocial and nonviolent ways. Children learn to look on adults as potential mentors and friends. Everyone in a child's life learns to practice the principles of PeaceBuilding. Our second goal is to improve our children's reading ability which will be measured by a years growth using the national standards on the ITBS. This is at least a two year goal. This year will be studying , researching, and trying different methods to improve reading ability.

GOAL 1

Board Goal: Board Goal: 4. Implement the North Scott Strategic Plan as delineated in the action plans for the 1999-00 school year. Strategy 11, Plan 1 - Develop a philosophy to advocate behaviors which cause people to treat others with respect..

Building Goal: To continue to establish PeaceBuilders.

Activity: Focus on the different elements of the peacebuilders promise - put downs - seek wise people - speak up about hurts I have caused - right wrongs. Each element activities will be started by a kick off assembly. Each member of the cadre will be responsible for a different activity and present it in an assembly..

Timeline: Ongoing

Person(s) Responsible: All cadre members will be involved.

Expected Outcome: Each member of the Virgil Grissom community will be an active PeaceBuilder, seeking peace at school, at home, and in the community every day. Because of that changed atmosphere, there will be a positive effect on learning, self esteem, and the whole school climate.

Possible Assessment: Ways of assessing the success of the activity would be to check office referrals, attendance, fewer peacebuilder related problem seen by the counselor, check patrol referrals, bus referrals, office referrals. We would have this be a base year. So we could compare this year with next year using these referrals and peacebuilder nominations. An attitude survey could also be used. Use one survey this year and one survey next year and compare results.

Activity: Concentrate on different places to practice peacebuilding techniques - the school room, recess, lunch room, bus, unstructured situations (restrooms, halls drinking fountain.

Timeline: Ongoing

Persons Responsible: All members of the cadre.

Outcome: Each of these areas would have fewer problems and have evidence of active PeaceBuilders.

Assessment: Referrals to the teacher, counselor, aides, bus driver, and principal should decrease. This would be a base year and we would compare it to next year.

GOAL 2

Board Goal: 1. Develop a district School Improvement Plan as delineated in HF2272. Part b. All students will demonstrate one year of growth in the ITBS/ITED reading content area test. (ITBS/ITED national standard score.)

Building Goal: To improve reading ITBS national scores by showing one year of growth.

Activity: Conferences and workshops. People attending these conferences and workshops will inform the rest of the reading faculty results of these conferences and workshops.

Timeline: 2 school years - 1st year implementation and study, 2nd year measurement.

Persons Responsible: Teachers who teach reading.

Outcomes: Children will show one year of growth in the ITBS reading content area using the national standard scores. This will be measured in the year 2000.

Activity: Study Groups - "4 Block" and "Every Child a Reader" groups which will meet monthly.

Timeline: 2 year school year

Persons Responsible: Teachers who teach reading

Outcomes: Children will show one year of growth ITBS reading content area using the national standard scores. This will be measured in the year 2000.

North Scott Community School District
North Scott Junior High School
1999/2000 Action Plans

Board Goal: 1a; 1b; 2a; 4, strategy 11, plan 8; 4, strategy 14

Building Goal: Improve student performance and accountability through increased assignment completion.

Action Plan #1: Research methods for increased student involvement in learning, which will result in increased assignment completion.

Activity	Person(s) Responsible	Time Line
Grade level teams will serve as study groups researching methods of increasing assignment completion	Grade level teams	November 8, 1999 April 6, 2000
Representatives from each grade level team will serve on a lead committee to share findings and guide the research process.	Lead committee members from each grade level team	November 8, 1999 April 6, 2000
Lead committee members will share information with their grade level group.	Grade level teams	November 8,1 1999 April 6, 2000

Expected Impact on Students: Increased assignment completion.

Outcome: Increased knowledge of effective strategies to improve student involvement in learning.

Evaluation: Compilation of possible strategies to use as whole school methods for assignment completion.

North Scott Community School District
North Scott Junior High School
1999/2000 Action Plans

Board Goal: 1a; 1b; 2a; 4, strategy 11, plan 8; 4, strategy 14

Building Goal: Improve student performance and accountability through increased assignment completion.

Action Plan #2: Provide opportunities for additional assisted study time.

Activity	Person(s) Responsible	Time Line
Compile baseline data	7th grade gray team	November 16, 1999
Check planner weekly for completeness during Tuesday's homeroom	7th grade gray team	
Curriculum sharing weekly by students facilitated by teachers about upcoming assignments	7th grade gray team	
Curriculum sharing by teachers on a weekly basis	7th grade gray team	
Eighth period teachers focus students on planners to organize needed materials and assignments to be completed at home	7th grade gray team	to May 26, 2000

Expected Impact on Students: Increased students' awareness of their responsibility and accountability.

Outcome: Students will complete assignments.

Evaluation: Assessment will take place by April 30, 2000. Comparison of the number of students who had missing assignments from the first quarter to the second and third quarters. Comparison of the percentage of missing assignments from first quarter to the second and third quarters.

North Scott Community School District
North Scott Junior High School
1999/2000 Action Plans

Board Goal: 1a; 1b; 2a; 4, strategy 11, plan 8; 4, strategy 14

Building Goal: Improve student performance and accountability through increased assignment completion.

Action Plan # 2: Provide opportunities for additional assisted study time

Activity	Person(s) Responsible	Time Line
Record baseline data indicating percentage of assignments turned in during first quarter	7th Red Team	November 19, 1999
Provide time after school to offer assistance with assignment completion	Koranda, Manwaring Hass, Masterson, Moore Harris	As needed
Provide time during the school day for students to receive assistance with assignment completion during their study hall time.	Harris, Koranda, Manwaring, Schelin	As needed
Check planners of selected students to help them determine what assignments/supplies need to be taken home for completion	Moore	Daily during year

Expected Impact on Students: Students will recognize significance of completing assignments.

Outcome: Students will improve their performance and accountability by completing a greater number of assignments.

Evaluation: Percentage of assignments completed.

North Scott Community School District
North Scott Junior High School
1999/2000 Action Plans

Board Goal: 1a; 1b; 2a; 4, strategy 11, plan 8; 4, strategy 14

Building Goal: Improve student performance and accountability through increased assignment completion.

Action Plan #2: Extended study hours

Activity	Person(s) Responsible	Time Line
After school study sessions. This would involve any student wanting or needing extra help on assignments. It includes students who choose to do enrichment activities. These sessions will be held every other week 2nd and 3rd quarter, then, as needed, 4th quarter. Sessions begin 11/17/99. Printouts of missing assignments will be given to students and mailed to parents/guardians. Students and/or parents will be informed of enrichment activities.	8th Gray Team	April, 2000

Expected Impact on Students: Better self-esteem/ARFF (Achievement, Respect, Fun, Freedom).

Outcome: More assignments completed and turned in. Improved overall grade.

Evaluation: Number of assignments turned in 1st quarter compared to that in second and third quarter. Also, class percentage for grade and assignment completion.

North Scott Community School District
North Scott Junior High School
1999/2000 Action Plans

Board Goal: 1a; 1b; 2a; 4, strategy 11, plan 8; 4, strategy 14

Building Goal: Improve student performance and accountability through increased assignment completion.

Action Plan #2: Provide opportunities for additional assisted study time.

Activity	Person(s) Responsible	Time Line
Home Calls	All 8th grade Red team members will be involved in one or more of these activities	November 16, 1999
Letters Home		April 6, 2000
Study Groups After School		
Interventions		
Communication with Parents through Assignment/Planner Notebook		
Peer Tutoring		

Expected Impact on Students: Increased assignment completion and better grades.

Outcome:

- Improved self-esteem
- Improved parent/teacher/student communication
- More students will receive the Kiwanis Recognition Award
  This award recognizes students who maintain or improve their grade point average from one quarter to the next.

Evaluation: Percentage of assignment completions will rise; number of students receiving the Kiwanis Award will increase